DOCUMENT RESUME

ED 421 980 IR 018 954

TITLE	CNN Newsroom Classroom Guides. August 1998.
INSTITUTION	Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.
PUB DATE	1998-08-00
NOTE	129p.
AVAILABLE FROM	Turner Educational Services, 105 Terry Drive, Suite 120, Newtown, PA 18940; phone: 1-800-344-6219 (specify date; videos of broadcasts, $10.95 per episode); electronic version: http://learning.turner.com/guidearchive or http:/www.nmix.org/NewsInteractive/CNN/Newsroom/library.html
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Media; Educational Television; Elementary Secondary Education; Feature Stories; Headlines; News Media; News Reporting; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS	Cable News Network; *CNN Newsroom

ABSTRACT

These Classroom Guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of August, provide program rundowns, suggestions for class activities and discussion, links to pertinent World Wide Web sites, and lists of related news terms. Topics include: meetings over weapons inspections in Iraq could either defuse or ignite another crisis, Iraq talks collapse, the fate of the West Bank is the latest roadblock in the Mideast peace process, Monica Lewinsky testifies before the grand jury today as the political drama continues, stock market recovers, (August 3-7); terrorist bombings claim lives in the U.S. embassies in Kenya and Tanzania, July 1998 was the hottest month on record, two boys are sentenced for a school shooting in Jonesboro, Arkansas, the Surveyor satellite sends more pictures of the Martian surface, new crew for Mir (August 10-14); a drop in oil prices causes economic problems around the world, "Real IRA" apologizes for bombing, world leaders react to American attacks (August 17-21); hurricane Bonnie gains strength, flood toll rises in China, torrential rains in Texas, President Clinton unveils a system to detect possible violent behavior in youth (August 24-28); and Russia situation update (August 31). (DLS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 421 980

CNN Newsroom Classroom Guides. August 1998

by Turner Learning, Inc.

IR018954

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

M. Stevens

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

CNN NEWSROOM

Dear Educator:

Thank you for your interest in CNN NEWSROOM. Enclosed is the information you requested, including everything you need to enroll in the CNN NEWSROOM service. CNN NEWSROOM is a daily 15-minute commerical-free news program specifically produced for classroom use and provided free to participating schools.

By completing and returning the enclosed enrollment form, you have the right to videotape the program at 4:30 a.m. (ET), Monday through Friday, and have it available for use in the classroom. You may copy it as desired and show all or part of it as you see fit throughout the day. In addition, you may retain these tapes to create a permanent video library. You will also be signed up to receive T$_3$, a magazine with information on CNN NEWSROOM and other resources offered by Turner Educational Services.

The daily CNN NEWSROOM cablecast is also supported by a Daily Classroom Guide, written by professional educators. These guides are available through several independent electronic mail services and through a variety of state department of education networks. The enclosed information describes the guide and the different delivery services available to you.

We are pleased with the enthusiastic response to CNN NEWSROOM we have received from educators and students nationwide, and we're excited about bringing this important resource into our nation's classrooms. If you have any questions about CNN NEWSROOM and how it can be used in your school, please call our toll-free hotline, 1-800-344-6219, weekdays between 9 a.m. and 5 p.m. Eastern Time.

Again, thank you for your interest in CNN NEWSROOM. Best wishes for a successful academic year.

Sincerely,

Louis C. Pugliese

Louis C. Pugliese
CNN NEWSROOM Project Director
Turner Educational Services, Inc.

P.S. Remember, upon completing and returning the enclosed enrollment form, you may begin taping and using CNN NEWSROOM in the classroom without delay. If you prefer, you may fax your completed form to us at 1-215-493-5320.

CNN Newsroom Daily Classroom Guide Carriers

The CNN Newsroom Daily Classroom Guide is available through America Online and a number of other electronic services. Contact the individual carriers for more information, or call the CNN Newsroom toll-free hotline, 1-800-344-6219.

CARRIER	SERVICE AREA	CONTACT/PHONE
America Online	National	800-344-6219
FrEdMail	National	619-475-4852
Ingenious	National	800-772-6397
Internet	National	majordomo@tenet.edu "SUBSCRIBE CNN-NEWSROOM"
MCI Mail (FAX)	National	800-388-4128
Arizona EdLink	Arizona	602-542-3083
Big Sky Telegraph	Montana	406-683-7338
CSUNet	California	800-272-8743
FIRN/DOE	Florida	904-487-0911
GC EduNet	Georgia	912-454-2520
IdeaNet/DOE	Indiana	317-232-0808
KET	Kentucky	606-258-7000
Merrimack Educ. Center	Massaxhusetts	508-256-3985
NYCENet	New York	718-461-8756
Ohio Dept. If Education	Ohio	614-466-7000
PennLink/DOE/Teacher Pages	Pennsylvania	717-787-1831
SENDIT Project	North Dakota	701-237-8109
TENET	Texas	512-471-2400
University of Virginia	Virginia	804-924-0615
Virginia PEN	Virginia	804-371-7523

LEARNING LINK PROVIDERS

Georgia Public TV-The Link	Georgia	404-756-2566
KCTS	Washington	206-443-6780
KMOS	Missouri	816-543-8122
KQED	California	415-553-2472
NewJersey Link	New Jersey	609-777-5087
PA Learning onLine	Pennsylvania	717-533-3548
South Carolina Educational TV	South Carolina	803-737-3397
UNC Public Television	North Carolina	919-549-7193
Vermont ETV	Vermont	802-655-4800
Wisconsin Educational Communications Board	Wisconsin	608-264-9688
WCFE	New York	518-563-9774
WCNY	New York	315-453-2424
WHRO	Virginia	804-489-9476
WLRN	Florida	305-995-2254
WMHT	New York	518-356-1700
WNET/Thirteen	New York City	212-560-6675
WSBE	Rhode Island	401-277-3636
WVIZ	Ohio	216-398-2800

DON'T DELAY! Start using CNN NEWSROOM today!

CNN NEWSROOM

SCHOOL ENROLLMENT AND LICENSING FORM

Yes! Enroll my school in CNN NEWSROOM, a free service provided by Turner Educational Services

CNN NEWSROOM is transmitted weekdays at 4:30AM/ET, 12 months a year, through the facilities of your local cable television operator. By completing and returning this form, educators are *immediately* licensed for complete off-cable taping rights for **CNN NEWSROOM**. Your school may videotape **CNN NEWSROOM** if cable is available. Educators may also tape it at home for use in the classroom. Enrolled educators may also receive related publications from Turner Educational Services.

This form may be duplicated for use by other educators. Please complete a separate form for each school and return to **CNN NEWSROOM**, Turner Educational Services, 105 Terry Drive, Suite 120, Newtown, PA 18940. *Please type or print in black ink.*

ABOUT YOUR SCHOOL

School district name:

_____

Is your school wired for cable-TV? ☐ Yes ☐ No

Name of cable company serving your school:

_____

Do you have a satellite receiver? ☐ Yes ☐ No

Will you receive CNN NEWSROOM by ☐ Satellite or ☐ Cable?

Type of school: ☐ Public ☐ Private ☐ Parochial

School grade level *(check one)*:

☐ Elementary ☐ Middle ☐ Jr. High ☐ Sr. High ☐ K-12

☐ Other _____

Student enrollment: _____

School Name: _____

Address: _____

City: _____

State: _____ Zip: _____

County: _____

School Phone: ( ) _____

Principal's Name: _____

Do you use any electronic mail or online services? ☐ Yes ☐ No

If yes, which ones? _____

EDUCATORS USING CNN NEWSROOM

Primary contact at the school building:

_____
NAME

_____
JOB TITLE DEPT COURSE

_____
SIGNATURE DATE

Other educators who will use **CNN NEWSROOM** at this school:

1. _____
NAME

_____
JOB TITLE DEPT COURSE

2. _____
NAME

_____
JOB TITLE DEPT COURSE

3. _____
NAME

_____
JOB TITLE DEPT COURSE

4. _____
NAME

_____
JOB TITLE DEPT COURSE

FOR FURTHER ASSISTANCE OR INFORMATION CALL TOLL-FREE

1-800-344-6219

CNN NEWSROOM is cablecast Monday-Friday at 4:30 AM/ET. A Daily Classroom Guide to CNN NEWSROOM is available on various independent electronic mail services. Call for more information.

License to use CNN NEWSROOM

Teachers and administrators are guaranteed a non-exclusive license to videotape and use **CNN NEWSROOM** with students in their schools each day. Videotapes of **CNN NEWSROOM** may be kept in perpetuity for the sole purpose of use within the curriculum as teachers and administrators see fit. This license does not extend to any other CNN programming or the programming of any other broadcast or cable television company. **CNN NEWSROOM** is intended for the sole use of teachers and administrators and their students and may not be re-broadcast or re-cablecast, nor may **CNN NEWSROOM** be licensed, distributed, given or sold to any other person or institution by the licensee. Exceptions to these policies should be requested in writing to Turner Educational Services, 105 Terry Drive, Suite 120, Newtown, PA 18940, and will be reviewed on a case-by-case basis.

INTERNAL USE ONLY: SC _____ IN _____ ORIGINAL DATE _____ DATE _____

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM Enroll here for CNN NEWSROOM & WorldView or call 1-800 344 6219

CNN NEWSROOM WORLDVIEW

August 3, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Meetings over weapons inspections in Iraq could either defuse or ignite another crisis.	3:15	4:50
Environment Desk	Poachers kill the Tibetan Antelope to sell its prized wool.	3:05	7:55
Railroad Ties, Part I	The railroad played a major role in the development of the United States.	6:40	14:35
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:35
Top of the World	Famine creates an emergency situation in Sudan.	2:35	19:10
Inside Asia	Adoptees return to South Korea, hoping to find answers.	2:55	22:05
Who, What, Where?	In India, Parsi schools seek to preserve an endangered way of life.	2:35	24:40
Culture Watch	Classical music students get pointers from a master, Itzhak Perlman.	2:30	27:10
	CNN NEWSROOM CLOSE	**:50**	28:00

-- back to top --

Instructional Programs From: CNN TNT TCM CARTOON NETWORK CNN NEWSROOM Top Story

Iraq Sanctions

1. What action by Iraq eight years ago resulted in the Gulf War? What was the result of that war? Why were sanctions imposed on Iraq? Use this opportunity to review/inform students about the events leading to the Gulf War and the war's aftermath. Have students work in groups

to research this chapter in world history and share their findings. Discuss the United Nations' rationale behind the sanctions and the Iraqi response to this reasoning.

2. Who is Richard Butler? Why is he back in Iraq? When Mr. Butler and his team arrived in Baghdad in June, the key word regarding the Iraqi weapons situation was "breakthrough." Now it may be "crisis." Why? Why is Iraq accusing UNSCOM of trying to create a crisis? With whom do you agree? State your rationale.

3. Many member countries in the United Nations support the current sanctions against Iraq, but support is fading among some of them. Generate a class discussion about the general arguments for and against the sanctions: The U.S. and its allies maintain the sanctions must stay in place until Iraq rids itself of all weapons of mass destruction. Other nations argue that the sanctions are hurting the people of Iraq and not the Iraqi leadership, which should be the target of punitive action. After discussion, have students work in groups to research both sides of this debate. Challenge each student to write a speech that might be delivered before the General Assembly of the U.N., supporting maintaining or eliminating the sanctions.

LINKS:
http://www.usatoday.com/news/index/iraq/nirq050.htm
http://www.usatoday.com/news/index/iraq/iraq039.htm

-- back to top --

[redacted] Environment Desk

Tibetan Antelope

1. What is shatoosh? Where does it come from? Why is it in such high demand? What unique properties does it have? How has its popularity affected Chiru populations?

2. What is China doing to address the problem? What approach do international authorities believe is the best hope of saving the Chiru? Why? Have your students discuss who they believe deserves more of the blame for the Chiru's disappearance, poachers/sellers, or buyers. How does the selling price and continued demand for this wool make it difficult to stop its harvesting?

3. How do shatoosh sellers often explain the origin of the wool? Have students view both of the websites below and compare explanations of the source of shatoosh. Note: This would be a great opportunity to discuss the unfiltered, unregulated nature of information found on the Internet with your students. Have students search the Internet for sites supporting both explanations of the wool's source. In small groups have them share their findings and collectively write an explanation of what they believe, why they believe it, and what "test" they used or should use to identify true and false information on the Internet.

LINKS:
http://www.royalcashmere.com/cashpage/shahtoosh.html

http://www.tibet.ca/home/tibet/wtn/pages/970928.html#2

-- back to top --

Special Series

Special Series

Railroad Ties, Part I

1. What factors promoted the idea of a transcontinental railroad in the U.S.? Discuss how the steam engine, westward migration and manifest destiny all played a role in the historic event that took place on May 10, 1869.

2. Where is Promontory Summit? How did it become the site of the "Golden Spike?" A single telegraphed word, "Done," signaled the completion of the first transcontinental railroad. Ask students whether they might have telegraphed a different message. Discuss how this event was the "giant leap for mankind" of that era.

3. Who worked on the nation's first transcontinental railroad? Why do you think that immigrants were the primary laborers on this job? What kinds of work did they do? Do you think they realized the significance of their labor? Why/why not?

4. Have students work in small groups to research the history of railroad transportation in the U.S., beginning with the building of the transcontinental line. Then offer members of each group their choice of one of the following activities:
(a) Create and construct a small scale model of a momument to the immigrant railroad workers to be erected at Promotory Summit, Utah;
(b) Write an "on the scene" newspaper report of the events that took place on May 10, 1869;
(c) Using personification, put yourself in the "place" of a 19th Century transcontinental locomotive, and describe your journey, including the passengers you carry, the places you travel and the events you witness.

LINKS:
http://www.media.utah.edu/medsol/UCME/g/GOLDENSPIKE.html
http://www.nationalrrmuseum.org/dates.htm
http://hera.ecs.csus.edu/students/team/rsrch.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Kuwait	**Richard Butler**	**Chiru**	**Tibet**
Promontory Summit	**"Tom Thumb"**	**Iron Horse**	**manifest destiny**

CNN WORLDVIEW

Sudan Famine Toll

1. What signs indicate that famine in southern Sudan has not reached its peak? How are the United Nations and other international agencies responding to the crisis? Why are children in particular danger of starvation? Why are many nations failing to provide aid to Sudan?

2. In the video, how do relief workers characterize the famine in Sudan? What difficulties do they face in improving the outlook for the future? Suggest ways aid organizations might influence the political conflict between the rebels and the government. Explain the role of the international community in addressing the civil war.

3. Have students research the famine in Sudan and list contributing factors. Divide the class into three groups, representing the Sudanese government, the southern rebels, and an international relief agency. Each group should draw on the research to compose position statements relating to the current situation in southern Sudan. Students should present their statements in class. Follow up by holding a discussion of the points of agreement and points of conflict between each group. What is the starting point to solve the problem of hunger in Sudan? What problems must be overcome?

LINKS:
http://www.unol.org/messages/361.shtml
http://www.care.org/newscenter/sudan55.html
http://www.sas.upenn.edu/African_Studies/Country_Specific/sd_online.html

-- back to top --

Inside Asia

South Korea Returning Adoptees

1. Why are many adoptees returning to South Korea? What obstacles do many face when attempting to find out about their backgrounds? Discuss possible reasons behind the adoptees' search for information about their pasts. How have Korean adoptees banded together to help one another? Why do you think these people hope to find their birth families? Do you agree with their goals? Give reasons to support your answer.

LINKS:
http://www.adoptee.com/BBS/Main/
http://www.helping.com/family/pa/kfaf.htm

-- back to top --

Who, What, Where ?

Bombay Parsi School

1. What is the primary purpose of the Parsi school? According to the video segment, is the school successful? Why or why not? How does the Parsi school differ from regular schools in India? Why might families choose to send their sons there? What type of student do you feel would benefit most from a religious and cultural education?

2. Ask students to analyze this quote from author and poet Maya Angelou: "If education does anything for us, it teaches us this: Human beings are more alike than we are unalike." Invite students to list shared characteristics among the various cultures of the world. What do the Parsi students have in common with students at your school? Next, have the class research to create a traveling Parsi school with reading lists, course descriptions, cultural resources, and historical information. Encourage students to share their program of instruction with other classes in their grade level.

LINKS:
http://www.csmonitor.com/durable/1998/05/13/p10s1.htm
http://www.pemcom.demon.co.uk/queen/parsi.html

http://gilbreth.ecn.purdue.edu/~bulsara/ZOROASTRIAN/zoroastrian.html#related

Culture Watch

Perlman Camp

1. Who is Itzhak Perlman? What advantages do young musicians gain from participation in the music camp? Why do you think "burnout" is a major problem for gifted teens? How might young people who are devoted to a demanding pursuit, such as classical music, achieve balance in their lives? Are adult models such as Mr. Perlman an important element of this process? Explain.

2. What is your personal talent or gift? How does it help you define your individuality and image? In your opinion, is it important for people to be devoted to a skill or a goal? Explain. How can one make sure he or she has a well-rounded teen experience? What sacrifices might be required from people who devote themselves totally to a calling or career? Do you think this is a wise life choice? Give reasons to support your answer.

3. Each person is unique, with special talents, gifts, and skills. Ask students to consider their own areas of expertise, hobbies, or avocations. They may be athletes, musicians, computer whizzes, etc. Challenge each student to design a camp that would give them the opportunity to achieve in their chosen field, while allowing them to develop socially. For example, a basketball player might create a "camp" run by Michael Jordan. Hold a mock camp fair and allow students to study and critique classmates' ideas.

LINKS:
http://www.classicalmus.com/artists/perlman.html
http://www.sonyclassical.com/artists/perlman_bio.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

famine	**Itzhak Perlman**	**vaccine**	**malnutrition**
adoption	**Parsi**	**Sudan**	**milieu**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM Enroll here for CNN NEWSROOM & WorldView or call 1-800 344 6219

CNN NEWSROOM WORLDVIEW

Program Calendar

August 4, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	The fighting in Kosovo is creating yet another refugee tragedy.	2:50	4:25
In The Headlines	IRAQ TALKS COLLAPSE	:40	5:05
International Desk	An historic hotel in Havana hosted many of the world's most famous guests.	3:20	8:25
Railroad Ties, Part II	Passengers say riding the rails is the only way to travel!	5:55	14:20
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:20
Top of the World	Iran promotes its anti-drug efforts to the international community.	3:20	19:40
Inside Russia	The Romanov family history still inspires and mystifies.	3:50	23:30
Short Take	Recent nuclear testing in India prompts a new nationalism, evident in the country's music.	1:20	24:50
Culture Watch	Seven playwrights take on Shakespeare, with a twist.	2:40	27:30
	CNN NEWSROOM CLOSE	**:30**	28:00

-- back to top --

Instructional Programs From: CNN NEWSROOM Top Story

Kosovo Fighting

1. What is the cause of the increased numbers of refugees from Kosovo? How many are said to have left the country? Why has the Serbian offensive been more powerful in recent days? What

losses have the Serbs encountered? Make predictions concerning the outcome of the current crisis, militarily and socially.

2. Describe the efforts of the international community to stem the increasing violence in Kosovo. U.S. Defense Secretary William Cohen favors diplomatic measures over a show of military force. Do you agree with this point of view? Why or why not? Explain NATO's role in this process. In your opinion, what should be the extent of international involvement in the situation? Explain.

3. International outrage at Serb military actions and their repercussions among civilians is growing, igniting a debate of the use of diplomatic initiatives versus military force. Divide the class into groups. Have each group weigh the pros and cons of a NATO and/or U.S. air deployment against positions around Kosovo. Reconvene the class to debate the issue, considering the consequences for the Serbs, the KLA, civilian refugees, and the international relief agencies and peace-keeping personnel stationed in the Balkans.

LINKS:
http://www.cnn.com/WORLD/europe/9808/03/kosovo.nato/
http://www.cnn.com/WORLD/europe/9808/02/kosovo/index.html
http://www.nato.int/

-- back to top --

[redacted] International Desk

Cuban Hotel

1. Name some of the famous people who have stayed at Hotel Nacional. Why is it significant that the hotel has always been owned by the Cuban government? Why has tourism to Cuba fallen off in recent years? How is the government seeking to revive the tourist craze? Are these strategies proving effective? Why or why not? Why are U.S. citizens forbidden from traveling to Cuba? Explain how and why well known people from the United States have stayed in this hotel recently. Is this a good choice in your opinion? State your rationale.

2. This historic hotel in Havana hosted many of the world's most famous, and notorious, personages in its heyday in pre-revolutionary Cuba. Lead a discussion of the history of Cuban tourism; students are probably are not aware that Havana was once the vacation hotspot of the world! Divide the class into groups and have them research to produce tableaus or vignettes featuring some of the hotel's most influential or interesting guests. Encourage groups to focus on various time periods and scenarios. Allow students to present their

role-plays for the class.

3. The Hotel Nacional has been restored by Cuba's communist government to cater to a burgeoning tourist trade and was declared a national monument by Fidel Castro. Challenge students to examine the issue of historic preservation as it applies to Cuba's architectural treasures. Direct the class to research Havana's historic buildings using the websites given below. Have them develop guidebooks using photos, information, and maps. Invite individual students to give "virtual tours" of Havana and surrounding areas, using the guidebooks. Follow up by having students mount a tourism campaign based on their research. Discuss the problem presented by the fact that United States citizens are not allowed to travel to Cuba. Where and how can they most effectively generate interest in visiting this Caribbean country?

LINKS:
http://www.tomco.net/~larak/cuba/cuba.htm
http://www.fbj.com/heritage/her_a001.htm
http://www.caribbeantravel.com/cgi-bin/gb_msg.pl?msg=hotel&hotel_name= HOTEL%20NACIONAL%20DE%20CUBA

http://www.cigaraficionado.com/Cigar/Aficionado/travel/ha693.html|1030 685742640888769755577333

-- back to top --

Special Series

Special Series

Railroad Ties, Part II

1. Describe what a passenger on a Union Pacific railroad trip might experience at the turn of the century. What happened to the passenger rail business after World War II? How did this situation spawn the creation of Amtrak?

2. What kinds of accommodations does Amtrak offer its passengers? Why do many people choose to travel by train? Describe the jobs of the train's conductor and engineer. How does each contribute to the passengers' safety and well-being? One person describes travel by train as "never the same trip, ever." What do you think this means? Have you ever traveled by train? If so, describe the experience.

3. Group students. Have each choose one Amtrak route anywhere in the U.S. and research that route, its stops and scenery. Then challenge each group to use its information to create a detailed itinerary and tour guide for that route. What can passengers on this trip expect to see? What could they experience (historical sites, natural wonders, urban centers) at each stop along the way? What special clothing and/or leisure equipment (swimsuits, snow skis, fishing poles) should passengers bring on this trip? Have each group prepare its plan and a map of the route. Hold a "Travel by Train" day and have each group

present its trip to the class.

4. In the video we learn that Amtrak is a government-subsidized operation, and that approximately 20 cents of each dollar it spends comes from taxpayers. Do students think that taxpayer funding of Amtrak is a good investment? Have students work in groups to research Amtrak, its services and business operation, and interview individuals who have traveled on Amtrak. Have groups share their findings in class discussion. Then, have each student act as a Representative to Congress and draft and deliver a brief speech, either supporting or rescinding taxpayer funding for Amtrak.

LINKS:
http://www.amtrak.com/
http://www.amtrak.com/amtrak/travel/
http://www.bmwe.org/nw/1998/06jun/08.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Kosovo	**Serbs**	**KLA**	**refugees**
NATO	**Hotel Nacional**	**restoration**	**Amtrak**

CNN WORLDVIEW

Iran Drug War

1. Locate the nation of Iran on a world map. Who are its neighbors? How is Iran's location of strategic importance to drug producers in nations like Afghanistan and Pakistan?

2. What is Iran doing to stop the flow of drugs from neighboring countries? What issues face Iran as it deals with drug abuse among its own people? Explain the division among Iran's leadership over how to deal with drug offenders. With whom do you agree? Why?

3. One by-product of Iran's fight against illegal drugs is an improved standing in the eyes of the international community. Why do you think Iran wants to improve its image? Have students work in groups to research the recent history of Iran (past 25 years) and share their findings. Discuss reasons why the U.S. and others do not currently have normal diplomatic relationships with Iran.

4. Worldwide, there is a movement to stop the flow of illegal drugs. Remind students of the international conference held just two months ago on this very topic. Then have students work in small groups to research the global war on drugs and present

their findings. After all presentations are complete, have each student write a critical analysis of the global efforts: In students' opinions, are these efforts likely to make an impact on the drug problem worldwide? Why/why not?

LINKS:
http://www.state.gov/www/global/narcotics_law/1997_narc_report/fs_iran.html

http://news.bbc.co.uk/hi/english/world/americas/newsid_109000/109655.stm

-- back to top --

Inside Russia

The Romanovs

1. Who were the Romanovs? From what royal lineages were Nicholas and Alexandra each descended? How do historians describe the relationship between Nicholas and Alexandra? In spite of his background, why was Nicholas unhappy at the prospect of becoming czar? What major political event in Russia resulted in the murder of Nicholas and his family? Assist students in using the Internet and other resources to learn more about the Bolshevik Revolution of 1917 and its profound impact on Russia's political system.

2. How were the remains of the Romanov family recently identified? What mysteries surrounded this family and made it the focus of so much interest and speculation? Have students conduct research to learn more about the personal accounts and medical testing that were used to determine the identities of what authorities assumed were the Romanovs. Discuss student findings. What evidence did authorities have that Anastasia may have survived her family? Discuss how DNA testing and other modern medical technology might help solve other "mysteries of history."

LINKS:
http://news.bbc.co.uk/hi/english/special_report/1998/romanov/
http://shrike.depaul.edu/~mkaske/index.html
http://www.genealogy.com/~brigitte/royal/royal2.htm
http://www.sky.co.uk/history/classroom/gcse/rus2.htm

-- back to top --

Short Take

India Nuke Song

1. What is the theme of the music video entitled "We Are Indian"? How is this message conveyed to viewers? Who created this video? How do music critics rate it? Why do the video's producers believe the song will sell?

2. Define what is meant by the term "nationalism." Why do you think the nuclear testing recently conducted by India is a cause for an outpouring of nationalism? Discuss how the testing was viewed by other nations. Why do you think leaders of India's most powerful political party, the BJP, would be interested in promoting this testing as a patriotic event?

LINKS:
http://news.bbc.co.uk/low/english/special_report/1998/india_elections/newsid_55000/55670.stm

http://www.physics.ohio-state.edu/~wilkins/writing/Assign/topics/testban/index.html

http://www.wagingpeace.org/pr98_in_napf.html

Culture Watch

Shakespeare Revisited

1. Ask students why they think the works of Shakespeare have enjoyed such widespread appeal for centuries. Why do students think modern-day movie actors and actresses are eager to perform in plays written by Shakespeare?

2. Use this opportunity to introduce students to the works of William Shakespeare, or challenge them to learn more about those works with which they may not be familiar. Then have students either (a) rewrite a modern-day short story, song lyrics or other contemporary works in the style of Shakespeare or (b) rewrite one of Shakepeare's poems or one scene from a Shakespeare play in a modern format, such as a rap song or movie scene, etc. Have students present their work. Discuss why Shakespeare's style has withstood the test of time.

LINKS:
http://the-tech.mit.edu/Shakespeare/works.html
http://www.stratford.co.uk/hislife/home.html
http://www.gti.net/iksrog/meetbard.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

opium	**Mohammed Katami**	**czar**	**hemophilia**
Bolsheviks	**BJP**	**royalties**	**bard**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM WORLDVIEW

August 5, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:15**	1:15
Top Story	The fate of the West Bank is the latest roadblock in the Mideast peace process.	2:35	3:50
Business Desk	Some small businesses are turning to outside professionals to handle their personnel and management issues.	2:30	6:20
Railroad Ties, Part III	Over 10,000 freight trains roll across the U.S. daily, injecting billions of dollars into the economy.	7:15	13:35
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:35
Top of the World	Cuban exiles protest as the U.S. widens a controversial "safety net" around Florida.	3:05	18:40
Taking Care of Business	To Indian consumers, "smaller is better" when it comes to cars.	2:30	21:10
Did You Know?	A South Korean golf champion becomes a national hero.	3:00	24:10
Culture Watch	Norwegian films are coming to a theater near you.	2:45	26:55
	CNN NEWSROOM CLOSE	**1:05**	28:00

-- back to top --

Instructional Programs From CNN NEWSROOM

Top Story

Mideast Peace Talks

1. What is the "major sticking point" in the latest breakdown in the Mideast peace process? Why is attention now focused on

Israeli Prime Minister Benjamin Netanyahu? What does he suggest be done with the arid section of the West Bank? What is the motivation behind this recommendation?,How have the Palestinians reacted to Mr. Netanyahu's proposal?

2. What obstacles have negotiators faced throughout the peace negotiations in the Middle East? Have students work in groups to research the peace process, including the latest agreements and problems. Discuss why the Palestinians believe that Prime Minister Netanyahu's proposal for the West Bank violates the peace agreement, and why Israelis feel their national security may be threatened by the agreement.

3. Recently Mr. Netayahu accused the Palestinians of dealing in "the language of ultimatums." Ask students to analyze this phrase. Generate a class discussion about the nature of diplomatic negotiation and language. How do the sides involved in negotiation often use words as weapons? How do they sometimes select specific words so as to win the support of others? Direct students to search online and other print media resources for articles on the Mideast peace process, specifically citing examples of diplomatic "sabre-rattling" and persuasive language. Share student examples in class.

LINKS:
http://cnn.com/WORLD/meast/9808/03/israel.palestinians/map.html
http://cnn.com/WORLD/struggle_for_peace/index.html
http://cnn.com/WORLD/meast/9808/03/israel.palestinians/

-- back to top --

Business Desk

Small Business Help

1. What is a PEO? How does a PEO fill a need generated by small businesses? How are PEO's able to offer discounted benefits to the companies they serve? What other services do these organizations offer? Are there any downsides to hiring a PEO? Explain.

2. Use this opportunity to familiarize students with the field of human resources. Invite a human resources professional to address the class about his/her career and responsibilities. After the presentation, discuss reasons why large companies often have their own human resources departments, and why many small businesses do not. Inform students that the Small Business Administration claims that small businesses spend 25% of their resources on management and personnel issues. Discuss how the manager of a PEO might use this information as well as the complex issues involved in human resources, to convince a small business to hire its company. Have students work in groups to create and deliver marketing presentations for hypothetical PEO's. How might the small business owner justify the expense of using a PEO? Discuss.

LINKS:
http://www.napeo.org/ind-questions.htm
http://www.napeo.org/index.html
http://www.amcity.com/louisville/stories/121696/smallb4.html

-- back to top --

Special Series

Special Series

Railroad Ties, Part III

1. How do the old locomotives used by freight trains differ from the modern ones? How is each powered? What is a "pig train?" How does its engine work? Explain how technology is playing a role in the safe operation of freight trains. Why is modern communication essential to the safe operation of a freight train? What is a simulator? Have you ever been in a driving or flying simulator? If so, what did you learn from the experience? How does the locomotive simulator prepare future engineers for the worst case scenario?

2. Generate a class discussion about the role of freight trains in the U.S. economy. Ask students to list ways that everyday items are shipped to their community. Then have each student choose any one item he/she sees or uses everyday and call its retail outlet to find out how that item was shipped from its point of origin. Have students share their findings. Discuss why some items are shipped via train, truck, plane, or any combination of these. Ask students what kinds of goods they think a train can ship more efficiently and safely than other modes of transportation (consider some chemicals, large numbers of cars, coal). What might be the ultimate effect on the U.S. economy if manufacturers and corporations could not rely on freight trains?

LINKS:
http://hq.iitri.com/iitri/ann-rep/60thar-5.html
http://www.ge.com/transportation/articl12.html
http://www.mcrwy.com/freight.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

West Bank	**Benjamin Netanyahu**	**Yasser Arafat**	**PEO**
green card	**401k**	**diesel**	**dispatcher**

Cuban Security Zone

1. Why did the United States government first establish the "security zone" around the southern tip of Florida? Why has the U.S. decided to extend the zone? Why do Cuban exile groups object to these regulations? Consider their claim that the law is unconstitutional. Is this argument valid? Give reasons to support your answer.

2. Why do you think exile leaders believe Washington is not responsive to their agenda? How do officials respond to this charge? Characterize U.S. policy toward Cuba. In your opinion, will the security zone increase or decrease tensions between the two nations? Explain.

3. Divide the class into two groups and organize a formal debate of the premise, Resolved: The establishment of a security zone around the coast of Florida violates the United States Constitution.

LINKS:
http://www.techserver.com/newsroom/ntn/nation/071598/nation35_14827_noframes.html

http://www.washingtonpost.com/wp-srv/WPlate/1998-07/16/135l-071698-idx.html

-- back to top --

Taking Care of Business

1. Why do Indian auto consumers believe "smaller is better?" Why are more automakers entering the Indian market? How has this generated increased production among Indian companies? What other features do Indian consumers look for in their cars? Discuss the relative advantages and disadvantages of the cars shown in the video segment and predict their success in India.

2. Challenge students to evaluate the Indian market for compact and subcompact cars. Using photos, information, and/or models, they should set up an "auto supermarket" with a variety of brands from different manufacturers. Ask them to include the autos mentioned in the video segment: Fiats, Devus, Hyundais, Suzuki-Marutis, and Rebas. Divide the class into two groups, one acting as salespersons, the other as Indian customers. Allow the "customers" to shop freely. Pair individual salespeople and potential buyers. After all cars have been "purchased," follow up by having students analyze the reasons for their decisions. What can car makers do to make their products more appealing in India's competitive environment?

LINKS:

http://www.india-today.com/itoday/26011998/biz.html
http://www.india-today.com/itoday/05011998/promise.html
http://www.expressindia.com/fe/daily/19971006/27955223.html

-- back to top --

Did You Know?

South Korea Golf Boom

1. Why is Pak Se Ri considered a hero in her native South Korea? How has she brought increased attention to the sport of golf across Asia? Why does golf have a "tainted image" in Korea? How has Pak's success changed this perception? Do you believe sports figures are appropriate role models? Why or why not?

LINKS:
http://www.golf.com/tour/lpga/bios/pak_profile/

http://golf.yahoo.com/lpga/news/980715/jalbigapl.html

Culture Watch

Norwegian Films

1. Why do you think the production budgets for Norwegian films are much lower than those for typical Hollywood features? What are some of the reasons for the increased popularity of these movies abroad? Why does Norway's government subsidize the films? What disadvantages have Norwegian producers and directors encountered in marketing their films to a domestic audience? How might Norwegian film distributors capitalize on growing international interest in their products? Why do you think, that in Norway, "a film's plot is more important than its profit margin?"

2. Direct small groups to visit the websites below to design movie posters advertising the films mentioned in the video segment for international release. What appeals do they feel would be most effective in attracting audiences? Create a bulletin board display of the students' work.

LINKS:
http://www.firstrunfeatures.com/Mendel/MendelSynopsis.html
http://www.nfi.no/nfi/nfi.html
http://www.nfi.no/nfi/nf/1997/look.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

security zone	**Cuban exiles**	**Brother to the Rescue**	**constitutional**
compact car	**Pak Se Ri**	**U.S. Women's Open**	**box office**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM Enroll here for CNN NEWSROOM & WorldView or call 1-800 344 6219

CNN NEWSROOM WORLDVIEW

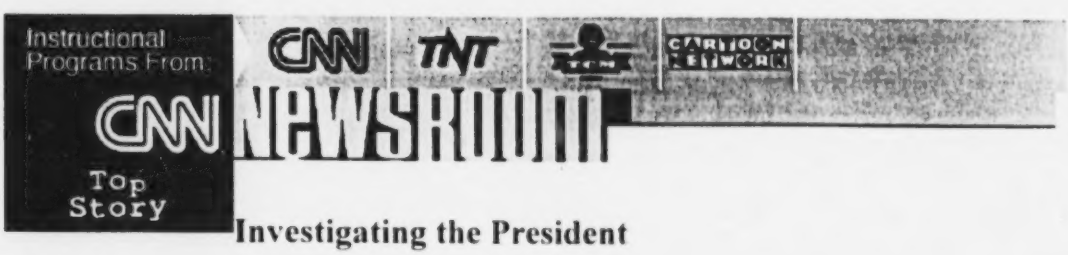
Program Calendar

August 6, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Monica Lewinsky testifies before the grand jury today as the political drama continues.	2:10	3:45
In the Headlines	IRAQ HALTS INSPECTIONS STOCK MARKET RECOVERS	:45	4:30
Science Desk	People waiting for organ donations may find help from some benevolent pigs.	3:05	7:35
Railroad Ties, Part IV	All aboard as the American Orient tracks the history of jazz and blues in the U.S.	6:25	14:00
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:00
Top of the World	For better or worse, the cultural exchange is underway in China.	3:35	19:35
Fast Fact	U.N. officials predict the world's population will top six billion sometime next summer.	3:00	22:35
Inside North America	Even the very young can discover the benefits of gardening.	4:25	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

-- back to top --



Investigating the President

1. Describe the latest developments in the political drama surrounding President Clinton and Monica Lewinsky. What is the purpose of the testimony before the grand jury? What is the question the grand jury must decide? Why must Ms. Lewinsky tell the truth?

2. Define perjury. What are the legal consequences for Ms. Lewinsky if she is found to have committed perjury in her deposition in the Paula Jones case? What are the possible legal and political implications for President Clinton? How is it relevant if the president told her what to say in her previous testimony?

3. As the video segment points out, up until now, grand jurors have heard from witnesses who could only talk about what they saw and heard concerning the case. Monica Lewinsky and Bill Clinton are the principal witnesses; the only ones who can testify as to what really happened. The charge to the grand jury is to determine if there is enough factual evidence to charge someone with a crime. Challenge students to place themselves in the seats of these jurors. Have them visit the first website listed below to familiarize themselves with the "cast of characters" in this volatile situation. Next, have them research a wide variety of news sources to collect a list of empirical evidence surrounding the case. Instruct students to only focus on facts, not hearsay or speculation. Discuss why this is a difficult process. Remind them the grand jury may be privy to information not available in the media, but encourage them to work within these limitations. After they have reviewed the players and their statements, and compiled a list of facts and irrefutable evidence, hold a preliminary vote among your classroom "grand jury." At this point, is there enough evidence to justify an indictment? If so, against whom? If not, what should happen next? Why are the testimonies of Monica Lewinsky and President Clinton integral to the case?

LINKS:
http://allpolitics.com/1998/resources/lewinsky/cast.characters/
http://allpolitics.com/1998/08/05/lewinsky/
http://allpolitics.com/1998/08/03/time/clinton.legacy.html

-- back to top --

Science Desk

Engineered Kidney

1. What critical need is Dr. Marc Hammerman addressing with his research? Why is the need so critical (see the first website)? What technique is he using? What does xenotransplant mean? Why would he want to use organs from another species? Which animals are involved in Dr. Hammerman's kidney research? Thus far, how successful has this technique been? What difficulties frequently occur in a transplanted organ? How does using pig embryos (fertilized eggs that are not yet fully

developed pigs) rather than adult pig kidneys offer a greater chance of success? What did the pig kidney embryos develop that the adult pig kidneys didn't?

2. Why are doctors cautious about trying this type of procedure on humans? How long do these doctors predict it will be until studies can be done on human recipients? What other issues come into play concerning xenotransplants? What could these animals be carrying in their cells that concerns doctors? Have students examine the three Internet sites to find out (a) how the viruses carried by some pig and primate species can be used to help in HIV research and (b) whether it is possible that one of these viruses could adapt to humans and create an epidemic.

3. Have each student play the role of a doctor asked to give recommendations to the Health Resources and Services Administration, the agency that oversees bone marrow and organ transplants, about what provisions and limitations should govern xenotransplant research. Students should research the subject using the Internet sites provided or other current sources, and develop supportable opinions. Using their research, have the students prepare and deliver speeches detailing what they think the guidelines should be and supporting their statements with references to their research. When they have finished, have them look at the draft of the Health Resources and Services Administration guidelines at http://www.fda.gov/opacom/backgrounders/xeno.html.

LINKS:
http://whyfiles.news.wisc.edu/007transplant/need.html
http://www.fda.gov/fdac/features/596_xeno.html
http://www.seattletimes.com/extra/browse/html97/pigs_101697.html

-- back to top --

Special Series

Special Series

Railroad Ties, Part IV

1. For what reasons are people traveling on the American Orient Express? What are the special challenges for the musicians featured on the train? Why do you think jazz and blues are such expressive forms of music? How is train travel uniquely suited to this type of musical tour?

2. According to the video segment, New Orleans is the "birthplace of the blues." Discuss this concept in class and encourage students to trace the development of this music in regions along the route of the American Orient Express. Many of the snippets of song heard in the video segment are traditional tunes that have reverberated through the delta since people first came to the area. Blues also flourishes in Memphis and in urban centers such as Chicago and St. Louis. Have students visit the websites below to research the route taken by the train in the video segment. Guide the class as they produce a "musical train tour" that chronicles a

journey through the land of the blues, highlighting important stops along the way. Ask students to create maps and tapes to share this mythical "trip" and follow up by holding a musical retrospective.

LINKS:
http://kiplinger.com/magazine/archives/1998/May/orient.html
http://www.railspot.com/gif/mail/serails/apr98/threads.html
http://trainweb.simplenet.com/accommod/aorientx.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

perjury	**grand jury**	**testimony**	**xenotransplant**
organ rejection	**embryo**	**jazz**	**delta**

CNN WORLDVIEW

Chinese Culture

1. Discuss the cultural exchange that is underway in China. What are the positive aspects of westernization? What negative issues are facing the Chinese as a result? How has "information brought commonality" between Americans and the Chinese? What differences in lifestyle exist between those who live in Shanghai and those who live in the countryside? Do you think most Americans realize the contrasts of lifestyles among the Chinese? Explain.

2. According to the video, what perception do many Americans hold of the Chinese? Why do you think these images and stereotypes exist in the minds of some Americans? Challenge the class to hold a "Chinese Culture Day" in an effort to present an accurate picture of Chinese culture and lifestyles. Assist groups of students in researching different aspects of life in China, including culture, customs, lifestyles and political system. Have each group use its information to create a multimedia presentation on the topic. Invite other classes to observe the presentations.

LINKS:
http://www.5000years.com/culture.html
http://www.wam.umd.edu/~lchen/shanghai.html

-- back to top --

Fast Fact

World Population

1. What is the significance of June 16, 1999? In general, which countries appear to have the highest birth rates? What is the United Nations doing to address the issue of overpopulation in these countries? What problems might be associated with the issue of population control in developing nations? Discuss possible ways to successfully deal with overpopulation in countries that do not have the resources to sustain a population growth.

2. Generate a class discussion about the problems that accompany global overpopulation. First, ask students to consider the broader ramifications of the issue, such as "political," "social," "environmental," and "economic" possibilities. Write these categories, as well as any others students add, on the board. Then allow students to meet in groups and discuss the potential problems of overpopulation in each category (for example, under "political" students might suggest that governments could be overthrown if citizens perceive they are not responding to food shortages, overcrowding, etc.) Have each group appoint a spokesperson to explain its ideas. Given these ominous possibilities, why do students think governments have focused little attention on the problems of overpopulation? What do they suggest governments of industrialized and developing nations do? Discuss.

3. Ask students: How might sharing the planet with over nine billion people impact your life? Direct them to research the problems associated with overpopulation and share their findings. If your community has grown in recent years, generate a class discussion about what this growth has meant for your area, positively and negatively, as a way to help students relate to overcrowding on a personal scale. Then challenge students to write a journal entry for what life might be like living among nine billion people in the year 2050.

LINKS:
http://sunsite.unc.edu/lunarbin/worldpop
http://www.zpg.org/newcenter.htm
http://www.mhhe.com/biosci/genbio/tlw/content/critical/critical15.html

-- back to top --

Inside North America

Kids and Gardening

1. According to the video, what are some of the benefits of gardening for kids? What is it about gardening that seems to appeal to children as well as adults? In the video we hear that gardening teaches patience because it is a process, not an immediate action we are used to in a modern "fax" world. Can you think of any other activities that teach patience? Explain.

2. Assist your class in creating its own garden, either outside or in a box in your classroom. Have the students choose what will be grown, based on your region's climate, classroom/yard space, etc., and select the seeds, bulbs or plants to be planted. Appoint a group to consult a local nursery or university extension center for advice on planting, watering and fertilizing. Divide the class into groups and have each group sign up for one week of "garden duty." At the end of its week, have the group explain its gardening activities and deliver a progress report to the class. Allow the class to decide what will be done with any harvested vegetables, herbs or flowers.

LINKS:
http://www.gardening.com/
http://www.augusthome.com/kid.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Shanghai	**panda**	**communist**	**sustain**
birth rate	**landscaper**	**urban**	**parsley**

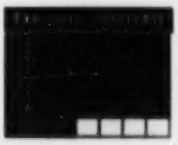
External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, inc. All Rights Reserved.

Turner Le@rning
What Is CNN NEWSROOM?
Transcripts
Guide Archive
Programming
Enroll Now
Program Archives

CNN NEWSROOM WORLDVIEW

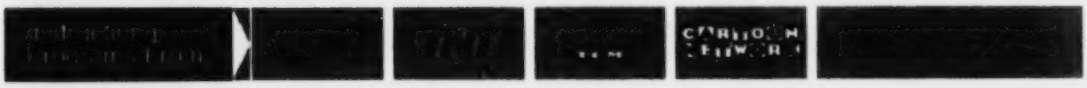


August 7, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	What effect will Monica Lewinsky's testimony before the grand jury have on President Clinton's future?	3:45	5:20
In the Headlines	YANGTZE RIVER FLOODS IRAQ DEFIES THE UNITED NATIONS	:40	6:00
Editor's Desk	The Sixties rocked, the Twenties roared. Now it's time to name the Nineties.	3:40	9:40
Railroad Ties, Part V	We join the second leg of the journey on a train with the "traveling blues."	4:00	13:40
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:20**	16:00
Top of the World	Hunger and poverty resulting from Indonesia's economic crisis are triggering social unrest as well.	3:30	19:30
Fast Fact	Indonesian farmers demand that lands used for luxury be turned over to them.	3:05	22:35
Information Please	Indonesia's tourism industry is reeling from economic, political and natural disasters.	2:40	25:15
Political Front	Separatist movement activity in East Timor has prompted talk of autonomy by Indonesian officials.	2:10	27:25
	CNN NEWSROOM CLOSE	**:35**	28:00

-- back to top --



CNN Top Story

Investigating the President

1. Of the points made in Monica Lewinsky's testimony before the grand jury, which are the most legally and politically relevant? What is "obstruction of justice?" Does it make a difference if President Clinton did not directly ask Ms. Lewinsky to lie? How was the original Whitewater investigation expanded to include the current allegations? What is "transactional immunity?" How might this help ensure that Ms. Lewinsky tells the truth before the grand jury?

2. Guide students in an evaluation of the following assertion from the video segment: "...Politics and law go hand in hand when it comes to an investigation of the president. What the public thinks is, on most days, just as important as what the prosecutor thinks." Do they believe this is true? How does the White House strategy support or detract from this philosophy?

3. Throughout U.S. history, quite a few presidents have found themselves at the center of personal and political dramas that threatened their images as leaders. For example, Ulyssees S. Grant was stopped for drunken driving of a carriage, and Grover Cleveland was accused of having an illegitimate child. Direct students to the websites below to research these and other "executive tight spots," including the Teapot Dome, the Whiskey Ring, and Watergate. Divide the class into groups and allow each to select one of these historical situations involving a past president. Have the group act as "spin doctors" and advisors to the president, imagining the scene playing out in the context of today's relentless media scrutiny. How would they advise their chief executive to react? What would be their strategy for him to protect and preserve his image? After groups present their ideas in class, follow up with a discussion. Is perception as vital as reality in American society?

LINKS:
http://www.muohio.edu/NEWSBUREAU/tipsheets/sexscandal.html
http://homepage.interaccess.com/~driscoll/liberty/perjury.html
http://allpolitics.com/1998/resources/lewinsky/

-- back to top --

Editor's Desk

Naming the Nineties

1. Review the video segment and list the "defining characteristics" of each decade of this century. Why do you think people feel the need to fix terms to the times? How have the 1990's differed from previous decades? What trends have continued from the 1980's? How might historians describe this decade? Do you agree that current times are "manic?" Why or why not?

2. To quote Garrick Utley, "we are nearing the end of a decade that is still in search of a definition that fits our times...and also fits on a bumper sticker." Challenge students to "name the Nineties" and design clever bumper stickers or posters highlighting their slogans. Mount a bulletin board display to highlight student work.

3. As we near the end of the century, invite students to pause and reflect on the changes that have taken place since 1900. Divide the class into nine groups and assign each one of the decades of the 20th Century. Have each group produce one of the following: a) a poster collage; b) a timeline of major events of the decade or c) an oral report concerning major events in the decade. Topics should include government; economics and business; international politics; science, technology, and exploration; and social change. Sources may include books, magazines from the era, multimedia computer databases and Internet sites. Allow groups ample time to prepare and make their presentations to the class.

LINKS:
http://www.marketingtools.com/publications/ad/93_ad/9311_ad/ad289.htm
http://www.nde.state.ne.us/SS/timeline/notsogay.html
http://forum.swarthmore.edu/epigone/sci.math/crahgingcland/33a00e09.20212464@news.central.susx.ac.uk

-- back to top --

Special Series

Special Series

Railroad Ties, Part V

1. What is the focus of the tour on the American Orient Express? Why do you think it is appealing to passengers? Who was Scott Joplin? Why did he have difficulty achieving recognition for his music in his lifetime? What different "roles" do each of the cities on the route (New Orleans, Memphis, St. Louis, and Chicago) play in the distribution of blues music to a national audience?

2. Invite students to research the life and times of Scott Joplin, the renowned ragtime composer. Using the websites below, have them trace his career and the influence he had on later artists in the Mississippi delta region. Challenge them to collect recordings of his songs to produce a taped "radio show," that includes commentary and historical perspective. Ask students to identify the blues, jazz, and ragtime roots of today's popular music. Play the tape for other classes or over the school's public address system.

LINKS:
http://www.webcom.com/~jeff/Joplin_Archive/intro.html
http://lsjunction.com/people/joplin.htm
http://kiplinger.com/magazine/archives/1998/May/orient.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

image	**grand jury**	**transactional immunity**	**obstruction of justice**
Roaring Twenties	**decade**	**ragtime**	**Scott Joplin**

CNN WORLDVIEW

Our World

Indonesia Hunger

1. What is "subsidized" food? Why were Indonesians in the video rushing to buy subsidized food? Why is food so costly and scarce to them? How is the government attempting to ease the crisis?

2. According to the video, the food program "aims to defuse a social time bomb." As a class, analyze this statement and discuss how potential social problems often evolve from economic ones (e.g., a rise in crime when unemployment is high). Discuss the potential for serious political and social problems if the economic situation in Indonesia does not improve soon.

LINKS:
http://www.indonesiatoday.com/a3/j6/j6.html
http://www.fao.org/WFS/final/rep2/indones.htm

-- back to top --

Fast Fact

Indonesian Farmers

1. Why are many of Indonesia's farmers angry? What kind of reforms are they demanding? Why does Anna, the woman interviewed in the video, long for the days of President Suharto? What does she do for a living? What has happened to her monthly income? Whom does she support in the golf/farming dispute? Explain.

2. Anna's monthly pay used to be the equivalent of 50 dollars a month; one year later, it is worth about 7 dollars per month. Ask students to consider what their lives might be like if their families' incomes shrank to 1/7 of last year's amount. What would they do? In each case, how would the family survive? Direct groups of students to conduct research to learn what the financial crisis has done to the people of Indonesia. Challenge each group to use this information to prepare a radio news report or news article on the impact of the crisis on Indonesia's people. Have groups share their reports and articles.

LINKS:
http://www.pathfinder.com/time/asia/magazine/1998/

980803/grapes_of_wrath.html

http://www.pbs.org/newshour/bb/asia/jan-june98/indonesia_1-9a.html

-- back to top --

Information Please

No Tourism in Indonesia

1. Discuss some of the reasons why tourists are not visiting Indonesia. How has a change of leadership been a factor in this loss of revenue? In spite of these concerns, Indonesian authorities boast that their country offers beautiful Islands at great prices. Challenge students, working in small groups, to research and create ad campaigns for travel to Indonesia. What natural and historic sites can visitors expect to see there? How might students suggest Indonesia's tourist industry lure the tourists back? Have groups present their ad campaigns to the class.

LINKS:
http://www.accessasia.com/xroad/xridtra.html
http://www.newsweek-int.com/archive/sol/indo/indo_long_5nov.html

-- back to top --

Political Front

Indonesia/East Timor

1. According to the video, what words best describe the current mood in East Timor? Why are thousands leaving? Indonesia annexed East Timor in 1976, after Portuguese rule collapsed there. Why do pro-independence groups see now as a good time to promote their cause? How has President Habibie responded to their actions? Why are many critical of the president's response?

2. Ask students to explain what a separatist movement is. Then challenge them to come up with other groups they would consider separatists, both past and present. Write these on the board. In each case, discuss from what the group was/is attempting to separate, and why. Have any of these groups resorted to violence to promote their ideas, as the pro-independence interests in East Timor have? Generate a class discussion about the use of violence in political struggles. Do students think it is always necessary for drastic political change? Are there times when this can be accomplished without bloodshed? Discuss.

LINKS:
http://www.peak.sfu.ca/~mathieum/etimlink.html
http://www.mindspring.com/~davidmcb/timor.htm
http://www.cs.ncl.ac.uk/people/a.m.ihsan/home.formal/history.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

rupiah	**inflation**	**Jakarta**	**downsizing**
bankruptcy	**East Timor**	**separatist**	**referendum**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM WORLDVIEW

Program Calendar

August 10, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Terrorist bombings claim lives in the U.S. embassies in Kenya and Tanzania.	5:15	6:50
Environment Desk	Environmentalists and businesses look for ways to solve the problem of sea turtles getting caught in shrimpers' nets.	3:15	10:05
Artistry in Action	Sculptor George Segal "breaks the rules" of making art.	3:25	13:30
TOSS TO CNN NEWSROOM WORLDVIEW		**2:30**	16:00
Top of the World	Japanese officials are concerned about the declining birthrate.	2:30	18:30
Taking Care of Business	In Japan, a rider designs an airbag for motorcyclists.	1:50	20:20
Wild Kingdom	In South Africa, the king of the jungle is on the move.	2:45	23:05
Culture Watch	What's slimy, slippery, slurpy, and a staple in Japan? A hot, tasty dish of Ramen noodles!	2:10	25:15
Did You Know?	If her dad has his way, this Indian preschooler is a "shoe-in" for a world record.	1:45	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

-- back to top --

Top Story

Attacks in Africa

1. What speculation surrounds the bombing of two U.S. embassies in Africa this past weekend? In what two nations did the attacks take place? In general, are these nations on good terms with the U.S.? Explain. According to the video, how are citizens in Tanzania responding to the tragedy there?

2. Discuss the Clinton Administration's reaction to the bombings. How would students describe the U.S. record for bringing perpetrators of terrorism to justice? Explain. Using the second website below and other resources, have groups of students research recent attacks on U.S. targets and the U.S. responses to them. Share group findings. Discuss the obstacles to the successful prosecution of terrorists. In these two most recent acts of terrorism, what advantages do U.S. investigators have?

   EXTENSION: Have students work in groups to come up with lists of recommendations to (a) prevent terrorist attacks and (b) better prosecute those who supply and participate in terrorist acts. Have groups share their lists and evaluate each others' recommendations in class discussion. What can be done that is not currently done? To what extent can nations protect themselves from terrorism?

3. How much do students know about Kenya and Tanzania? Assist them in consulting the last two websites below that offer information from the CIA Factbook on each of these countries. As a class, read and analyze the information. Based on the general data on this website, (NOTE: Remind students that the CIA has much more in-depth information about each country) do students see any hints of political instability? Ethnic/religious conflict? Direct opposition to the U.S. or its policies? What kinds of information and leads do students think the CIA and other authorities are pursuing in order to solve these crimes? Discuss.

LINKS:
http://cnn.com/WORLD/africa/9808/09/embassy.bomb.talk/
http://cnn.com/WORLD/africa/9808/07/african.explo.chrono.reut/
http://www.odci.gov/cia/publications/factbook/ke.html
http://www.odci.gov/cia/publications/factbook/tz.html

-- back to top --

Environment Desk

Turtle Safe

1. What does Federal Law require shrimpers to have on their nets? Why? What effect did the Federal Law have at first? Later on? Why isn't creating a federal law enough to stop sea turtle entrapment in improper nets? Whose job is it to enforce this law? How rigorously is the law enforced? What tactic is the Earth Island Institute using to encourage shrimpers to comply with the law? How does the shrimping industry feel about it? Why?

2. Have students examine benefits and losses the following entities are likely to experience from this campaign: Sea turtles, Earth Island Institute, shrimpers, stores and restaurants, consumers. Make sure they focus on both the survival benefits to the sea turtles AND the financial gain of the companies involved.

3. Have students investigate the Dolphin Safe Tuna Campaign, looking for what they feel are the keys to its effectiveness. How did the Earth Island Institute create awareness, manage public opinion and promote consumerism? Have your students investigate the third Internet site below and discuss which of the options your class believes would have the greatest impact.

4. Divide your class into three large groups and have each group of develop an advertising campaign for either the shrimpers, the Earth Island Institute, or the participating restaurants and stores. Have them take turns displaying and explaining their work.

LINKS:
http://www.igc.apc.org/ei/strp/first.html
http://www.europa.eu.int/en/comm/dg11/ecolabel/stake.htm
http://www.nrdc.org/field/ocshract.html

-- back to top --

Artistry in Action: George Segal

1. Who is George Segal? How does he "break the rules of making art"? Explain his technique. Where did he place his statues? How did this lead to his being labeled a "pop artist"? Mr. Segal says, "I and a lot of friends decided to return to what we could see with our eyes, what was in the real world around us." Can you think of any other artists who are famous for their views of "the real world?" Explain. How does their work compare to Mr. Segal's?

2. Generate a class discussion about George Segal's artistic interpretation of historical events. How does he "speak to historical events in personal terms"? Challenge students to use their artistic talents to recreate an historic event with which they are familiar. Allow them to work in pairs or small groups to use any medium to offer an artist's perception of the event. Discuss how the artist's interpretation of history lends a new perspective to that event. Turn the classroom into an art gallery: Have each group produce a short written description of its work and title the work, and post the information next to the piece. Display student work in the classroom and allow the students time to view each one.

LINKS:
http://www.nps.gov/fdrm/FDRMemArtist.html#George
http://www.washingtonpost.com/wp-srv/style/museums/features/segal0219.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

CIA	**embassy**	**Benjamin Mkapa**	**eco-label**
consumerism	**campaign**	**pop artist**	**retrospective**

CNN WORLD VIEW

Or World

Japan Birth Rate

1. Why is Japan's birth rate declining? How does a declining population affect the nation's economy? How might it affect society? How has the expanded role of women in the workplace influenced the birth rate? What other factors may have contributed to the decline? What programs is the government sponsoring to encourage citizens to procreate? With exploding population cited as a major problem worldwide, do you believe Japan's concern is justified? Explain.

2. Encourage small student groups to study population demographics in Japan and other Asian nations, using the websites given below. One reason cited for Japan's declining birthrate is the lack of family care options for working women. Have groups act as Japanese government agencies charged with making and implementing employment policies. Ask groups to consider plans including maternity and family leave, daycare supplements and facilities, tax and wage incentives, etc. Allow groups to present their recommendations to the class.

LINKS:
http://www.mhw.go.jp/english/white_p/book1/p1_c1/c1_sect2.html
http://www.prb.org/info/popexplo.htm
http://www.prb.org/index.html

-- back to top --

Taking Care of Business

Taking Care of Business

Japan Airbags

1. Why are motorcycles so prevalent in Japan? Why are they more dangerous than other types of motor vehicles? How does the motorcycle airbag work? Why did the inventor see the need for the airbag? What difficulties might be associated with its use?

2. Motorcycle airbags have both opponents and proponents. Ask students to visit the websites below to investigate the controversy. Next, follow up by having students brainstorm a list of safety devices and practices associated with motorcycling. Have them catalog these in a handbook for riders and passengers.

LINKS:

http://www.totallyabsurd.com/motorcycleairbag.htm
http://www.motorcycle.com/mo/mcbmw/c1.html
http://www.motorcycle.com/mo/mcdaily/day0218.html

-- back to top --

Wild Kingdom

Lion Relocation

1. Why are lions being relocated from the South African reserves? How has technology increased this form of wildlife management? What is the controversy surrounding relocation of lions? In your opinion, are such concerns valid? Explain. Why do the lions boost tourism? How does the presence of the lions "create a more natural environment?"

2. Have students study the ideal habitats of South Africa's lion population. Ask them to design a game preserve that would best shelter and protect the large cats and their offspring. Remind them they must balance the needs of human development and tourism with the need to maintain a safe environment for wildlife. What conflicts exist? How can facilities best serve the needs of visitors and the animals they come to see?

LINKS:
http://lynx.uio.no/catfolk/afrleo04.htm
http://www.zazoo.co.za/travel/mpuma.html

-- back to top --

Culture Watch

Ramen Noodles

1. Why are ramen noodles so popular in Japan? Why are they a staple worldwide? How and when was this dish first introduced to Japan? What related products have proved successful in addition to the noodles themselves? Why do you think there is a museum devoted to the history of the noodles? What sorts of exhibits would you expect to find there?

2. Ask students to design a "food museum" highlighting dishes and recipes of significance to various cultures. Set up a classroom display of student exhibits.

3. Have students publish a "Ramen Noodle Cookbook" for distribution to family and friends.

LINKS:
http://www.reed.edu/~avaldini/ramen.html
http://www.bekkoame.or.jp/~mizukawa/etc/RamenE.html
http://www.umr.edu/~mfischer/ramen/inedible.html

-- back to top --

Did You Know?

India Shoe Girl

1. Why does Asfia Quadri wear a new pair of shoes and socks each day? Do you believe inclusion in the Guinness Book of World Records is a worthy goal? Why do you think the father purchases the same style, day after day? How might his habit affect the local economy? Is this a worthy use of his money, in your opinion? Why or why not?

2. Guide students in an investigation of some of the challenges people undertake in the pursuit of a world record. Invite the class to brainstorm possible "record breakers" and write whimiscal (fictional) accounts of the events leading up to the goal.

LINKS:
http://www.deccanherald.com/deccanherald/apr06/cucumber.htm
http://tqd.advanced.org/2856/Guiness.html
http://www.webring.org/cgi-bin/webring?ring=guinnessbook;list

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

birth rate	**demographics**	**population**	**jacquet**
airbag	**relocation**	**sedative**	**ramen noodles**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, inc. All Rights Reserved.

Turner Learning

What is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

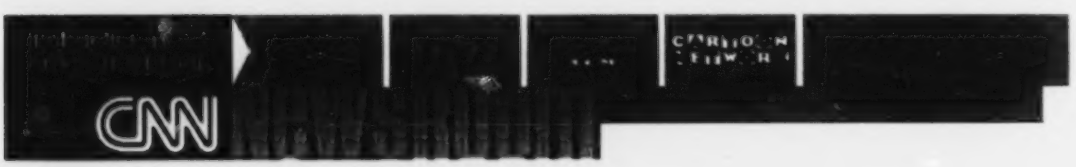
CNN NEWSROOM WORLDVIEW

August 11, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Twists and turns mark the investigation into bombings in Kenya and Tanzania.	2:45	4:20
Now You Know	July 1998 was the hottest month on record.	1:10	5:30
International Desk	In India, disabled street people get help from a non-government organization.	3:10	8:40
International Desk Extra	Nevis and St. Kitts hold a divisive referendum.	1:05	9:45
School Video	Students get the scoop on the Whitbread Race.	3:20	13:05
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:05
Top of the World	Experts assess international population trends and their impact on availability of resources.	3:00	19:05
Who's Who	The Mark Twain house, a prime example of Victorian architecture, is being refurbished as a museum.	6:00	25:05
Wild Kingdom	Green iguanas are the most frequently-discarded exotic pets in the U.S.	1:55	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

-- back to top --



Top Story

Embassy Bombings

1. What steps are being taken to apprehend the people responsible for the bombings in Africa? Why is the search for suspects difficult? Do you think the offer of a reward makes it more likely someone will be caught? Why or why not? What leads currently exist in the case?

2. What group is taking responsibility for the bombings? Why do you think officials take these sorts of claims seriously? What are some of the theories associated with possible suspects and motives for the bombings? Do these occurances resemble any past terrorist attacks? Explain.

3. Working in small groups, have students research to learn more about the investigations that led to the arrests of suspects in other international terrorist attacks. What are the special considerations when investigating crimes of terror? Have groups share their findings in a class discussion and then ask students to speculate as to how authorities will begin their search for clues in these latest attacks. What kinds of information are they seeking? Where might they find valuable clues? How is the situation complicated by the international scope of the investigation and potential political sensitivities and concerns?

LINKS:
http://www.cnn.com/WORLD/africa/9808/10/embassy.bombings.04/
http://www.cnn.com/US/9808/10/bombings.us.01/

-- back to top --

Hottest Month

1. Why is Vice President Al Gore's observation that July was the hottest month on record considered "political?" In your opinion, does July's heat indicate a global warming trend? Give reasons to support your answer. Why is Al Gore seeking Senate approval of last year's Kyoto Agreement? What do scientists predict the effects of global warming to be? What evidence exists to support these theories?

2. Have students describe the goal of the 1997 Kyoto Conference on Climate Change. Group students and have them consult the websits below to learn more about the international agreement that was proposed to deal with global warming. Ask:

   a. If Congress approves the treaty, how would these proposals affect your life in the U.S.?

   b. What are the elements of the Kyoto Agreement aimed at reducing greenhouse gas emissions? What steps have been made

toward achieving this goal?

c. Are their citizens likely to follow these recommendations? Why or why not?

Have each group post opinions on these proposals on one of the Internet "message boards" or have the class stage a roundtable discussion of these issues.

LINKS:
http://headlines.yahoo.com/Full_Coverage/Tech/global_warming
http://www.security-policy.org/warming.html

-- back to top --

[redacted] International Desk

India Foot

1. How is the Jaipur foot "a creative solution to a common problem?" Why is its cost less than that of ordinary artificial limbs? What features allow it to be manufactured and distributed at a lower cost?

2. How is the NGO serving the poor in India's cities? How might this organization be more suited to providing aid than a government-run agency? How does the leg benefit recipients? What other social benefits may arise from providing limbs to the needy?

3. The Jaipur foot, an artificial limb, has helped hundreds of thousands of people resume a normal life after an injury. The organization that designs and fabricates these limbs gives them away to India's poor. Encourage students to put themselves in the place of a recipient of a Jaipur Foot and write testimonials in support of the product, telling how it has changed their lives.

4. Hold a class discussion of the role of NGOs or "non-governmental organizations." Review the video segment and explain to students that these organizations have become very important in raising the quality of life for people in third world countries. Most are part of international agencies or coalitions. Divide the class into groups and ask each to select a broad category of programs that could be addressed by NGOs (nutrition, health, human rights, education, etc.). Each group should find an area of global need related to their category. Ask them to investigate to discover if there are NGOs responding to the needs they identified. Hold a summit of the groups. Where would they get the human and financial resources to address these global problems? At a time when many industrialized nations are cutting expenses and developing nations have few resources, how do NGOs help "fill in the gaps?"

LINKS:
http://www.achiever.com/freehmpg/mukti/limb.html
http://www.pathfinder.com/@@SRPy0gYAHS9uAejL/time/reports/

heroes/foot. html

http://www.pathfinder.com/time/magazine/1997/int/971222/asia.jaipurs_f ancy_footw18.html

-- back to top --

Nevis Votes

1. What is a referendum? Why is Nevis considering a split from St. Kitts? How does the history of the federation affect today's politics?

2. Guide students as they research the history of Nevis and St. Kitts, and gather background on the current political situation there. Hold a mock referendum to survey student opinion on the matter. Did the outcome of the student vote differ from the actual results? If so, ask students to discuss possible reasons.

LINKS:
http://www.cnn.com/WORLD/election.watch/americas/st.kitts.nevis.html

-- back to top --

Whitbread Race

1. Why do the sailboats in the Whitbred Race typically lack "luxury?" Why do you think 30 mph is extremely fast for a sailboat? On what elements does successful sailing depend? What do you think would be the special challenges of a journey around the world by sea? How do the competitors train for the race? Discuss the appeal for the crew and boats' owners. Would this be an adventure you would enjoy? Why or why not?

2. Challenge students to visit the websites below to trace the 31,600 mile route of the Whitbred Race. Using a world map, have them record the path followed by the sailboats, marking each port and checkpoint. According to the video segment, the average speed of the boats is 10-30 mph. Ask students to calculate the amount of time the race takes, from beginning to end.

3. Invite students to produce their own news or feature story story for submission. For the chance to see your video on Newsroom, your school has to be enrolled for licensed use of our program. Enrollment is easy, and free. In the U.S., call 1-800-344-6219. Outside the U.S., call 44-171-637-6912. You may also enroll on the web at cnn.com/newsroom

LINKS:
http://www.whitbread.org/syndicates/meritcup/notices/1263513182.html
http://www.whitbread.org/syndicates/meritcup/notices/1263464051.html
http://www.whitbread.org/newsroom/email/archive/leg6/meritcup/437045298_.html

http://www.whitbread.org/newsroom/email/archive/leg5/meritcup/437098652_.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

terrorism	**Jaipur foot**	**global warming**	**Kyoto Summit**
Nevis	**St. Kitts**	**NGO**	**Whitbread Race**

CNN WORLDVIEW

Or World

World Population

1. According to the United Nations, when is the world's population expected to top the six billion mark? In which countries are the most babies likely to be born? How does this compare to birthrates in developed countries? How do dwindling birthrates affect a nation's social and political structure? What does an escalating birthrate mean to those countries that do not have the resources to sustain rapid growth?

2. Generate a class discussion about the general consequences of overpopulation and of too few births. Then group students and direct each group to choose a country. Have the group find the current population for its chosen country (the first website below should help) and projected estimates for future population growth or decline. Have each group use this information to predict the future social, economic, environmental and political challenges that will face that country in the years ahead. Have each group offer its predictions and recommendations for possible actions to the class.

LINKS:
http://www.census.gov/ipc/www/idbsum.html
http://sunsite.unc.edu/lunarbin/worldpop

-- back to top --

Who's Who: Mark Twain

1. Where is the Mark Twain House located? Of what kind of architecture is it considered a good example? Why is the home currently being renovated? What original pieces give the home the feel of its era?

2. Who was Mark Twain? What were some of his most famous works? Use this opportunity to acquaint students with the writings of Mark Twain and the mood of the times that influenced his work. Direct students to select one of his works, or an excerpt of one, and read it. Have students present brief oral reports of their selections and discuss the events and trends of his time that shaped his writing.

3. Ask students to recall some of the features of Mr. Twain's home. Which of these features help classify his house as "Victorian?" What other styles of architecture exist, and when was each popular? Invite a local architect to address the class and bring pictures of homes that exemplify other styles of architecture such as English Tudor, Colonial, Low Country, Georgian, etc. Then have students search print media and their own communities for examples of these styles and share them with the class. Discuss how architectural styles reflect the tastes and trends of their times.

LINKS:
http://marktwain.miningco.com/
http://www.eiu.edu/~kuoeng/research/odam.htm
http://www.antiquing.com/oldhomes.htm
http://www.teleport.com/~samc/PLUMBNET/USA.html

-- back to top --

Wild Kingdom

Wanna Iguana?

1. What are some reasons why people buy iguanas? Why are iguanas one of the most frequently discarded pets in the U.S.? Where can an owner go if he/she wants to give up an iguana? What kinds of lizards might make better pets?

2. Direct groups of students to talk to pet store owners, Humane Society volunteers, veterinarians, and consult the websites below to find out what advice is available for those who (a) want to adopt a pet and (b) want a pet iguana. Have groups share their findings. Assist the class in combining its information into a brochure entitled "What You Should Know Before You Get a Pet." Make copies of the brochure and present it to your school library.

LINKS:
http://www.sonic.net/~melissk/ig_care.html
http://www.top.net/hexus/iguana.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

fertility	**avant-garde**	**Samuel Clemens**	**Victorian**
flatware	**status**	**iguana**	**exotic pet**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, inc. All Rights Reserved.

Turner Learning

What is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM Enroll here for CNN NEWSROOM & WorldView or call 1-800 344 6219

CNN NEWSROOM WORLDVIEW

August 12, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Two boys are sentenced for a school shooting in Jonesboro, Arkansas.	4:35	6:10
In the Headlines	SEARCH FOR BOMBING VICTIMS, SUSPECTS, CONTINUES	:35	6:45
Business Desk	The Bridgeport Bluefish may be a city's answer to the economic doldrums.	4:00	10:45
Business Desk Extra	Dow Jones has a case of the Asian Flu.	1:05	11:50
Our World	Riders on the Truth Train spread an anti-smoking message to teenagers.	2:35	14:25
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:30**	16:55
Top of the World	The Dinka people of Southern Sudan try to weather drought and famine.	3:45	20:40
Fast Fact	Their president orders the Philippine police to "shape up or ship out."	1:55	22:35
Wild Kingdom	A Belgian butcher develops a taste for bison.	3:00	25:35
Information Please	Eighteen holes in forty-five minutes? It's speed golf!	1:25	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

-- back to top --

Instructional Programs From CNN NEWSROOM

CNN TNT TCM CARTOON NETWORK

Juvenile Justice

1. How has the judge ruled in the case of two boys accused of opening gunfire on their classmates in Jonesboro, Arkansas? What is the sentence for these two offenders? As part of the sentencing phase, relatives of the five victims of the shooting were permitted to make statements. Paraphrase the statement of one of the relatives. Do you think this kind of input on behalf of the victims is a good idea? Why or why not?

2. The facility that will house these two offenders has been the subject of recent allegations of abuse. One of the offender's parents has vowed to get his son moved, but the judge indicated that no penalty is severe enough for these two boys. Ask students how they feel about the sentence and the place where these two boys will spend the next few years of their lives. Do they feel this is a just sentence? If not, is it too lenient? Too severe? Encourage an open discussion on the topic of sentencing juvenile offenders.

3. Direct groups of students to research the causes of and proposed remedies for juvenile crime. How do sociologists explain the recent wave of violence among young people? Do students agree with these assessments? What do criminologists and sociologists recommend in sentencing juvenile offenders? Have groups share their findings with the class. Ask students what they think about the information they have uncovered in their research. Discuss student ideas of the causes of juvenile crime as well as their ideas for sentencing those who commit these crimes. Challenge each student to pretend he/she is asked to serve on a panel of local authorities who are asked to present their ideas on confronting the issue of juvenile crime. What would he/she recommend? Have each student write a brief paper in response.

LINKS:
http://cnn.com/US/9808/11/jonesboro.shooting.05/
http://www.ncjrs.org/ojjdp/jijournal/contents.html
http://www.acm.cps.msu.edu/~wyattgeo/crime/index.html

-- back to top --

Business Desk

Bridgeport Bluefish

1. Who are the Bridgeport Bluefish? Who owns this business? Why were there many skeptics when the owners brought the team to Bridgeport? Why are people turning out in support of the team? How is this support benefiting the city as well?

2. What are the costs involved in owning and operating a minor league baseball team? Lead a class brainstorming session to generate a list of these expenses, and list them on the board. Ask students: According to the owners of this team, approximately how much does it cost to operate the team each year? ($3 million). Generate a class discussion about ways that the owners could help their team break even, or even

make a profit, considering the high overhead and low ticket prices. Why do students think many minor league teams lose money?

3. The owners of the Bridgeport team, as well as other business owners, are engaging in speculative risk. What does this mean? Ask a local businessowner to address the class on the topic of risk, what it is for this owner and why he/she chose to take the risk. What benefits might a business owner get in exchange for taking on risk? What are the potential downsides? After the talk, poll students to see how many would consider taking on speculative risk of their own in business someday.

   EXTENSION: Discuss how risk is the very essence of capitalism. Almost all corporations, large and small, would not exist today had someone not been willing to take a speculative risk. Challenge each student to locate information about an entrepreneur who should be honored as a "Model Entrepreneur" for his/her business risk-taking and success. The person can be local or famous, an owner of a small operation or large corporation. Have students research the person's business career or, if possible, interview the person. In class, have each student offer a brief profile of his/her subject and explain why he or she should be honored as a "Model Entrepreneur." Discuss the qualities all these risk-takers have in common.

LINKS:
http://www.bridgeportbluefish.com/
http://www.amcity.com/dayton/stories/040797/story6.html
http://www.kentuckyconnect.com/heraldleader/news/102697/fn12base.html

-- back to top --

Our World

Our World

Truth Train

1. What is the Truth Train? What is the source of its operating funds? Besides talking to teenagers, what are the riders on this train doing to spread the word about the negative effects of smoking? Do you think this train is an effective way to spread the anti-smoking message? Explain.

2. Do you agree/disagree with the teenagers in the video who claim that Hollywood glamorizes smoking? Explain. Whether you agree or disagree, do you think that smoking in films promotes smoking among young people? State your rationale. In your view, does the movie industry have a moral obligation to promote more positive images or should it continue to to strive for realism in its films? Discuss.

LINKS:
http://www.fda.gov/opacom/campaigns/tobacco.html
http://www.eonline.com/News/Items/0,1,1994,00.html
http://www.usatoday.com/life/health/smoking/child/lhsch003.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

justice	**Jacob Ryker**	**minor league**	**Don Quixote**
Dow Jones	**volatile**	**Truth Train**	**settlement**

CNN WORLDVIEW

Top of the World

Top of the World

1. Why are the cattle so important to the Dinka, culturally and economically? Why has the value of cattle declined in the face of famine? What is the danger if the Dinka begin supplementing their scant food supply with beef from slaughtered cattle? What other resources exist in addition to cattle? How might a balance of assets be achieved?

2. What agricultural problems contribute to the famine? How are families surviving? Why is food and medicine unavailable or cost-prohibitive in southern Sudan? Explain the role of the international community in addressing the situation.

3. Ask students to research the famine in Sudan and list contributing factors. Divide the class into three groups, representing the Sudanese government, Dinka community leaders, and directors of Operation Lifeline. Each group should draw on the research to compose position statements relating to the current situation in southern Sudan. Students should present their statements in class. Follow up by holding a discussion of the points of agreement and points of conflict between each group. What is the starting point to solve the problem of hunger in Sudan? What problems must be overcome?

LINKS:
http://www.sas.upenn.edu/African_Studies/Country_Specific/sd_online.html
http://www.care.org/newscenter/sudan55.html
http://gurukul.ucc.american.edu/ted/ice/sudan.htm

-- back to top --

Fast Fact

Fast Fact

Philippine Police

1. Why does Philippine President Joseph Estrada feel the country's police "are just too fat?" Why do police officers say they have problems controlling their weight? In your opinion, does the president have the right to demand officers "shape up or ship out?" Is this

discrimination? Why or why not?

2. One fitness program promoted by the Philippine police agency is dancing. Have small student groups devise weight-loss and exercise regimens for the portly police officers. Allow the groups to present "Philippine Police Workouts" modeled on popular television fitness and nutrition shows. Allow the class to vote on the most "workable workout."

LINKS:
http://www.stonfitness.com/index.htm

-- back to top --

Wild Kingdom

Belgian Bison

1. Why has buffalo steak "taken off" in Belgium? What are the advantages and disadvantages of bison over beef? Do you think bison will be more widely available in the near future? How is the breed suited for the European climate and environment?

2. Invite students to compare and contrast the feasibility of bison vs. cattle farming in Belgium and other European nations. Have them research to list the pros and cons of each breed on the board; for example, bison require vast grazing spaces, and cattle cannot withstand extreme cold or harsh elements. After the brainstorming session, ask students to imagine they are run a small Belgian farming operation and must decide whether to purchase 10 bison or ten cattle. Which would they select, and why?

LINKS:
http://www.gov.on.ca/omafra/english/external_links/bisnlink.htm
http://www.cdem.com/anglais/abison.htm

-- back to top --

Information Please

Speed Golf

1. What is the appeal of Speed Golf? How is the game scored? How does this approach change the tradition of golf? What skills must players combine to become proficient at speed golf? Do you think you would prefer this version of the sport? Why or why not?

2. Challenge small groups of students to invent new sports that rely on combinations of traditional games, for example gymnastics bowling would require players to vault or somersault down the lane before rolling the ball. Ask groups to give compose sets of rules and procedures for their sports, and allow them to present brief "demonstrations" of play.

LINKS:
http://www.titleist.com/balls/tech6.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

famine	**Dinka**	**agriculture**	**fitness**
bison	**buffalo**	**climate**	**Speed Golf**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Le@rning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM WORLDVIEW

August 13, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Sources say security has been a concern at Nairobi's United States embassy.	2:50	4:25
In the Headlines	NAZI GOLD SETTLEMENT NEVIS REFERENDUM DEFEATED	1:00	5:25
Science Desk	An international team of plant researchers go to bat for the banana.	2:40	8:05
Science Desk Extra	-A huge Titan IV rocket blows up less than a minute after launch. -The Surveyor satellite sends more pictures of the Martian surface.	1:25	9:30
Artistry in Action	The photographs of Gordon Parks prove that "a picture is worth a thousand words."	4:45	14:15
	TOSS TO CNN NEWSROOM WORLDVIEW	**1:00**	15:15
Top of the World	Thirty-six years after he first orbited the earth in Friendship 7, John Glenn is headed back to space.	12:10	27:25
	CNN NEWSROOM CLOSE	**:35**	28:00

-- back to top --

Attacks in Africa

1. What are the implications of reports that the U.S. government was aware o embassy in Nairobi? What upgrades were needed? Why did the U.S. gover on relocating the embassy? Describe the long-running debate at the State character of U.S. embassies abroad. In your opinion, should security take p accessibility? Give reasons to support your answer. Would you be willing t freedoms to secure your safety? Discuss.

2. Have students research new methods and technologies in building design t and/or impact of a terrorist act. Working in groups, ask students to conside materials, layout of grounds, location, parking, and security. Groups shoul new building or for the remodeling of an existing structure using some of t new building incorporate these technologies? How might they help protect groups to present their designs to the class.

LINKS:
http://www.cnn.com/US/9808/12/embassy.security.ap/
http://www.cnn.com/WORLD/africa/9808/11/embassy.threats/index.html
http://www.cats-net.com/amemb/main.htm

-- back to top --

Science Desk

Banana Science

1. What makes the banana such an important fruit? When are they available? value? Where is the "nerve center" of on-going banana research? To what research related? Is the banana a resilient "lucky" crop? How do banana far from each other? Why is this a valuable relationship?

2. What are the main causes of banana crop failure? How is Black Sigatoka (f What are some possible side effects of this treatment that would motivate s disease control methods? What alternatives are being investigated? What a disadvantages compared to pesticide spraying? Why do you think bananas form? How do you think tissue regeneration is helpful in this research?

3. Have your students go on an Internet scavenger hunt through Asia, Africa countries where bananas (and their close cousin plantains) are the crucial c what these countries have in common in terms of geography and climate (equator)? Ask them to explain why fungal diseases and pest infestations ar locations. Challenge students to create their own methods for banana crop to the class for consideration and discussion.

LINKS:
http://www.cgiar.org/ipgri/inibap/index.htm
http://www.idrc.ca/institution/ebanana.html
http://www.worldbank.org/html/cgiar/newsletter/Oct94/PlainHy.html

-- back to top --

A View From Space

1. What is the "good news" and the "bad news" about the explosion of the Tit purpose of its mission? What implications does this have for the future of t

2. What information was included in the photographs sent back by the Mars Why are scientists trying to learn more about the Martian landscape? What the chasms and craters on Mars?

3. "Oh no," said an Air Force launch commentator about 40 seconds after the Fortunately, in NASA's most recent mishaps, no one was injured. The Unit however, has suffered its share of tragedy. Discuss the concept that scienti mistakes as from successes. Have students research to construct a timeline them to review the timeline and deduce the "lessons" (technological impro arising from each failure.

4. Invite students to check out "A View From Space" online, at the first site li communicate with John Holliman via email at jholliman@cnn.com

LINKS:
http://cnn.com/TECH/space/9808/06/holliman/index.html
http://cnn.com/TECH/space/9808/12/rocket.explodes.02/index.html
http://www.af.mil:80/cgi-bin/multigate/retrieve?u=z3950r://dtics11:1024/airforce!F52%3a902930900%3a%28Titan%29;esn=FT%5fTEXT

-- back to top --

Gordon Parks

1. What does Gordon Parks say is the key to photographing people? How doe philosophy? Why did Parks decide to "use his camera as a weapon?" What increasing social awareness?

2. What is the symbolism of the photograph, "An American Gothic" which d U.S. flag? How do Gordon Parks' photos tell a story? Describe the typical contributions has Mr. Parks made to the art world? Do you agree with his necessary? Why or why not?

3. Encourage students to explore the field of photojournalism. Have small gr serve as the themes of photo essays. Students may choose to either collect subjects, or take the photos themselves. Publish albums or mount classroo work.

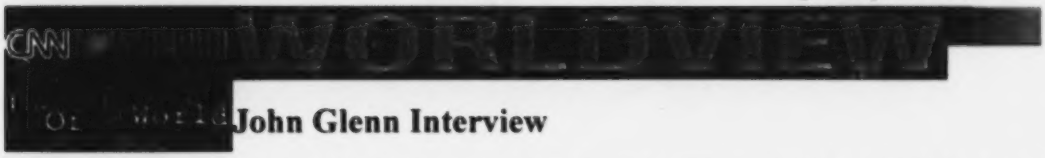
LINKS:
http://net4tv.com/color/60/GParks.htm
http://www.ford.com/corporate-info/culture/museum/parks/index.html
http://www.ford.com/corporate-info/culture/museum/parks/parksbio.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

security	**Black Sigatoka**	**fungus**	**pest infestation**
Titan	**crater**	**chasm**	**photojournalism**



John Glenn Interview

1. Who is John Glenn? What is his current title? When did John Glenn make was he notpermitted to make another one? According to President Clinton, an upcoming shuttle flight?

2. Describe some of the experiences John Glenn had on his first space flight. this second flight? How will he be monitored while he is on board the shut scientists will learn from the experience?

3. Why have some criticized the decision to allow John Glenn to return to spa Glenn counter that criticism? How does he address the risks of traveling in concern in making this trip?

4. Senator Glenn is making this trip 36 years after his first Friendship 7 flight when the shuttle takes off in October. His experience will give scientists so travel and weightlessness might affect older individuals. Ask students wha scientists might be able to gather as a result of Senator Glenn's experience. brainstorm a list of possible experiments and questions they might ask of S might give additional insights into the effects of space travel on older peop lists. Combine the suggestions into one list and send it in a letter to NASA.

5. John Glenn last flew in space in February 1962. He is now a 76-year old gr exploration changed since his Mercury mission? Divide students into four decade, beginning with the 1960s. Direct each group to research the milest its assigned decade. Have groups share their findings. Assist the class in us create an illustrated timeline of space exploration from the 1960s to the pre around the classroom.

6. How has space travel changed since the first manned flights into space? Ha to learn more about the first manned flights, including the missions, their v equipment and compare these to what is used on present day shuttle missio information gathered to prepare a side-by-side comparison of " A Day in S and Now."

LINKS:
http://www.spaceviews.com/features/glenn/index.html
http://www.nss.org/askastro/Glenn/archive.html
http://www.coxnews.com/washington/GLENN.HTM
http://www.cnn.com/TECH/space/9806/24/holliman/
http://www.capstonestudio.com/mercury/
http://www.agenet.com/watchful_glenn_nasa.html
http://www.rtd1.com/glenn/index.html
http://muskingum.edu/~publicr/sts-95/return2space.html
http://www.nauts.com/histpace/histpace.html
http://www.mirrors.org.sg/solar/history.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

John Glenn	**senator**	**NASA**	**Friendship 7**
cosmonaut	**Mercury**	**orbit**	**senior citizen**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM Enroll here for CNN NEWSROOM & WorldView or call 1-800 344 6219

CNN NEWSROOM WORLDVIEW

Program Calendar

August 14, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	-The U.S. honors victims of the embassy bombings. -Investigators continue the search for clues at bombing sites.	5:00	6:35
In the Headlines	NEW CREW FOR MIR BALLOONIST NEARLY HALFWAY THERE	:50	7:25
Editor's Desk	Swing music is back!	3:20	10:45
Happy Birthday, CNN NEWSROOM!	**CNN NEWSROOM** celebrates its ninth anniversary today!	:30	11:15
Look Ahead	Join us for a look back at nine years of CNN NEWSROOM people, places and news on September 8th.	1:35	12:50
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	15:50
Top of the World	How do you buy shoes if you haven't been paid in almost a year?	2:20	18:10
Culture Watch	Islam is one of the fastest growing religions in the United States.	2:25	20:35
Fast Fact	Archaeologists try to discover who built Egypt's famed pyramids.	2:20	22:55
Wild Kingdom	Myrtle the Turtle is going to school so researchers can help her endangered relatives.	2:35	25:30
Funky Friday	Real-life cyborgs have computers wherever they go.	2:00	27:30
	CNN NEWSROOM CLOSE	**:30**	28:00

-- back to top --

Attacks in Africa

1. Describe the memorial that was held yesterday for the victims of the African embassy bombings. What messages did U.S. officials deliver to the victims' families as well as to the rest of the nation? Why do you think it's important that those in charge offer these kinds of messages? How do these kinds of ceremonies help those whose loved ones die in the service of their country?

2. How are investigators describing their progress as they research the bombings? What kinds of clues are they pursuing? List the types of clues officials are investigating (i.e., chemical residue, eyewitness accounts). If you were investigating these bombings, what kinds of information would you seek? What information would be most valuable to you? Why?

3. Use this opportunity to introduce students to the field of forensic science. CNN correspondent Catherine Bond talks about "forensic evidence" in the video. Ask students if they know what this means. Then have them work in groups to consult the second website below, as well as other on-line resources, to learn more about how forensic scientists help law enforcement authorities to solve crimes. Invite a local law enforcement professional to discuss the field of forensics with students, and explain the role of technology in modern forensic science. After the talk, discuss the possible ways that international authorities will use forensic science to help them find the individuals responsible for these attacks in Tanzania and Kenya.

LINKS:
http://cnn.com/WORLD/africa/9808/13/embassy.fbi.03/
http://whyfiles.news.wisc.edu/014forensic/fingerprint.html

-- back to top --

Editor's Desk

Swing Music

1. What is "Swing Music?" Who are the artists who influenced what modern music fans call "swing" today? Who are some of the new stars of swing? How would you describe the mood behind this kind of music? How does swing compare to other kinds of music most people your age listen to today? Why do you think swing enjoys such broad appeal among audiences now?

2. Encourage your students to explore the music of the predecessors of the

current swing movement. Suggest that groups of students learn more about the muscial styles of swing greats like Glenn Miller, Louis Prima, Cab Calloway, and others. Have groups play recordings by these artists and their bands and compare them to today's swing bands.

3. Musical and fashion fads come and go, and often repeating over time. Generate a class discussion about the kinds of music and clothing that are making a comeback today. Challenge groups of students to come up with lists of items they would put in a time capsule, to be opened 100 years from now, and share their lists with the class. What would each selection of music, clothing, and other items say about the times in which today's students live? Discuss.

LINKS:
http://w3.one.net/~abacab/moonlite/text/bband.htm
http://qlink.queensu.ca/~3pje2/blinks.html
http://www.anyswinggoes.com/

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Pan Am 103	**forensic science**	**suspect**	**residue**
Glenn Miller	**Cab Calloway**	**Brian Setzer**	**Humane Society**

CNN WORLDVIEW

Russia Barter Survival

1. What is a barter system? How does it work? Why is the practice so prevalent in Russia? How does a barter-based economy upset the balance of supply and demand? Who usually gets the monetary profits, if any, in such a deal? Explain. Do you agree that barter is "a step backwards, back to the 17th century?" Give reasons to support your answer. What other economic systems incorporate some form of barter? Is the "barter bar" likely to be a successful enterprise? Why or why not?

2. Divide the class into groups and ask them to assume the roles of family groups/business enterprises. They may choose to be farmers, carpenters, masons, auto dealers, tailors, etc. Next, ask students to list necessities for the survival of the group, including such items as food, clothing, transportation, shelter, heat, fuel, and so on. Hold an open market in which groups freely trade what they produce for what they need. Which commodities are not readily available? How might the groups cooperate and coordinate their efforts and assets to attain a wider variety of items? Could groups produce more of their necessities themselves? What is the relative value of resources; for example, is food more valuable than an automobile in this economic environment? Follow up with a discussion of the advantages and disadvantages of a non-monetary system.

LINKS:
http://www.uakron.edu/econ/e540/econ010/Kemweb.htm
http://www.uakron.edu/econ/e540/econ010/Kemweb.htm

-- back to top --

Culture Watch

Muslims in America

1. Why is Islam growing rapidly in the United States? What traditions and images are associated with Islam? Why and how are Muslims trying to reach out to the broader community? What is the purpose of "Minaret" magazine? Why does the magazine's publisher feel "understanding is everything?" What is the importance of political involvement to Muslim Americans? How might people of all religions help to foster greater tolerance and acceptance?

2. As the video segment points out, religious intolerance and persecution have caused war and genocide throughout history. Muslims in the United States are trying to reach out to their neighbors through public service announcements highlighting their culture and beliefs. Discuss the concept of religious tolerance with the class. Write the names of major world religions on slips of paper and allow small student groups to select them at random. Direct each group to research the religion they were assigned and produce a PSA to educate others about this particular faith and culture.

LINKS:
http://www.islamic-foundation.org/uim/und25.html
http://www.islamic-foundation.org/
http://www.fas.harvard.edu/~kghaneab/contents.htm

-- back to top --

Fast Fact

Egypt Pyramids

1. Why do archaeologists expect the recent discovery of a set of tombs to provide new information about the builders of the Pyramids? List the facts derived from study of these tombs. List inferences that may be made from each fact.

2. What theories exist about the Pyramids? Which are most popular? Why? How might new studies prove or disprove some of the scenarios?

3. Have small student groups adopt and promote one of the theories concerning the origin of the Egyptian Pyramids. Have each group gather information that supports its theory and compile its research for an oral presentation and debate.

LINKS:

http://www.2xtreme.net/pea_research/pyrlink1.htm
http://www.nauticom.net/users/ata/egypt.html
http://www.guardians.net/egypt/news.htm

-- back to top --

Wild Kingdom

Myrtle the Turtle

1. All species of sea turtles are now endangered. What are the contributing factors? Describe Myrtle Turtle's training program. Why do researchers believe sound responses could increase the sea turtle's chance of survival? How are they testing this theory? Has the experiment proved successful? If so, in what ways? What are the special challenges of "training" a turtle? How might the information gathered from this experiment help scientists learn more about all species of turtles?

2. The researchers working with Myrtle are using operant conditioning -- a training method used with marine mammals like seals and sea lions -- to encourage behavioral responses through positive reinforcement. Like giving a dog a biscuit every time it rolls over, Myrtle is given fish, squid or lettuce every time she indicates she has heard a recognizable tone by touching a lighted target. Direct small groups of students to study the principles of operant conditioning and design training programs and simple experiments centering around other endangered species. Have groups produce abstracts outlining their experiments. What adaptations are necessary depending on the intelligence, physical attributes, and habitats of the species to be studied? Ask groups to present their proposals in class.

LINKS:
http://www.yoto.com/dailynews/myrtle.asp
http://www.slc.k12.ut.us/webweavers/lindam/listseaturtle.html
http://www.seaworld.org/Sea_Turtle/seaturtle.html

-- back to top --

Digital Toys

1. How and why is "the line between the computer and the rest of the world" becoming blurred? What is e-broidery? Describe computers that are part of everyday life that may not be noticed or may be taken for granted. What is a cyborg? What innovations do you foresee for the future of computers? Are you in favor of making machines "more personal?" Why or why not?

2. In the video segment, computer enhancement allows a popular convenience, such as a coffee maker, to have a "thinking component." Sponsor an "invention convention" and challenge small groups of students to develop devices that blend computer technology with existing items; for example, shoes that know where to go. Require

groups to produce "blueprints" or diagrams of their designs along with descriptions of their functions. Follow up by asking the groups to devise marketing strategies to introduce their products to potential customers.

LINKS:
http://ha1.seikyou.ne.jp/home/Ken.Kameda/projects/wearable/wearable-e.html
http://www.arch.su.edu.au/~choi_f/explain.html
http://cyberspace.org/~tomi/cyberdada.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

barter	**monetary system**	**Islam**	**tolerance**
operant conditioning	**sea turtle**	**Pyramids**	**cyborg**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

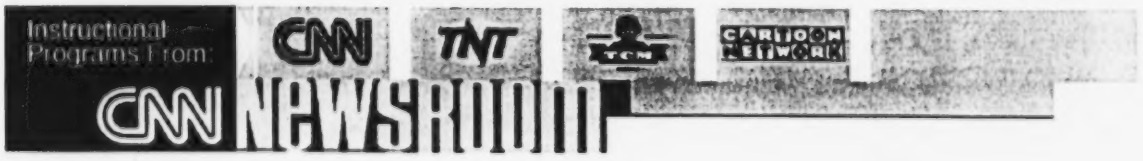
CNN NEWSROOM WORLDVIEW

August 17, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	A car bombing threatens to derail the peace process in Northern Ireland.	3:50	5:25
In the Headlines	NEW DEVELOPMENT IN EMBASSY BOMBINGS BALLOONIST CRASH LANDS IN S. PACIFIC	:50	6:15
Capitol News	President Clinton is scheduled to testify before the grand jury today.	2:50	9:05
Environment Desk	A study on the effects of industrial pollution on Pacific seabirds yields surprising results.	4:00	13:05
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	16:05
Top of the World	Israel expresses concern that its military is ill-prepared for war.	3:40	19:45
Inside Asia	China debates the wisdom of currency devaluation.	2:50	22:35
Newsquote	Dance therapy is an opportunity to relieve stress, make friends, and stay fit.	2:30	25:05
Culture Watch	Every actor in a scene is important, even the ones you never see, and barely hear.	2:20	27:25
	CNN NEWSROOM CLOSE	**:35**	28:00

-- back to top --



Top Story

Peace in Peril?

1. How has the latest act of violence threatened to jeopardize the peace process in Northern Ireland? Three months ago, over seventy percent of Irish voters approved a peace agreement that would share some governing power between Catholics and Protestants, yet there are factions opposed to this agreement. Who are some of these factions? How might the actions of groups such as "The Real IRA" serve to undermine the agreement?

2. Use this opportunity to review or to familiarize students with what is known as "The Troubles" in Northern Ireland and the reasons behind them. The first website below should offer some assistance. Discuss recent events that could be added to this list of "The Troubles." Assist students in consulting the second website below to learn more about the recently-approved peace agreement. Generate a class discussion about the sharing of power between opposing sides under this agreement. Discuss how any political compromise such as this one often enhances the position of "splinter groups."

LINKS:
http://www.sltrib.com/krt/ireland/html/2.htm
http://news.bbc.co.uk/hi/english/events/northern_ireland/latest_news/default.htm
http://www.nio.gov.uk/agreement.htm

-- back to top --

Capitol News: Investigating the President

1. There is much speculation surrounding President Clinton's grand jury testimony today. How could the President answer when faced with questions about an alleged relationship with Monica Lewinsky? According to the video, how might a presidential admission and apology put the ball in the Republicans' court? What course of action do you think the Republicans would pursue at that point? Explain the reason for your answer.

2. Last night, CNN televised a national town hall meeting where reporters spoke about the impact of this story and its effect on the presidency. What do students think about the coverage of this story? Has it been balanced? Fair? Do students think that the speculation surrounding the president's testimony is a healthy exchange of possibilities, or is it sensationalism for the benefit of the media? Generate a brief class discussion about the media's role in this story, then ask students: Has the media effectively and properly done its job in the reporting of this story? Direct students to write brief position papers in response.

LINKS:
http://allpolitics.com/1998/resources/lewinsky/
http://allpolitics.com/1998/08/15/clinton/

-- back to top --

Environment Desk

Toxic Birds

1. How does industrial pollution affect Pacific seabirds? What level of chemical pollutants are they finding? Why is this surprising? Where do scientists believe most of the pollutants came from? How did it get there? Have students read the content from the first web site to find out what concentration currently exists and at what level eggshell thinning and chick deformities take place. What could happen if the level of these toxins increases?

2. Have groups of students investigate the present toxicity level of seabirds living off of the Great Lakes in the U.S. and compare it to Pacific seabirds in a presentation. Have them compare points of origin for the pollution, types of chemicals found, and levels of toxicity (how much toxin is present). Groups should include at least one graph or chart detailing the comparison.

3. What characteristics of plastics make them both valuable to humans and dangerous for sea life? What have blackfooted albatrosses learned about objects floating in the water? What happens when they encounter floating plastic objects? Why is this especially threatening to young albatross chicks? What plastic objects do albatross parents bring their chicks by the thousands? How do conservationists suggest eliminating the damage from them? Have your students investigate how genetics and plants are being used to create new biodegradable plastics by consulting the third web site below.

LINKS:
http://www.uswaternews.com/archive/96/quality/ddt.html
http://www.seaweb.org/7oceanrep/pcb.html
http://www.sciencenews.org/sn_arc97/1_11_97/fob2.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Omagh	**Sinn Fein**	**Tony Blair**	**Unionists**
reprimand	**PCB's**	**biodegradable**	**toxin**

CNN WORLDVIEW

Israel Weak Defense

1. Why are Israel's leaders concerned about the preparedness of their military? Why does Israel place such a great premium on defense? What political situations add to the concern among intelligence sources and the public? What deficiencies are cited? How might military capabilities be

improved? Do you agree with the concept that "to negotiate peace, Israel must continue to prepare for war?" Explain.

2. The "citizen army" called the Israeli Defense Force is the pride of a nation with a volatile past. Have students work in groups to research the history of modern Israel and the role of the military in shaping the national destiny. Allow groups to share their information in a roundtable discussion. Next, have students investigate current threats to Israel's security. Should the IDF adopt a new military doctrine or code of operations? If so, what changes should be made? If not, how might diplomatic and political solutions compensate for increased military force? Discuss.

LINKS:
http://www.idf.il/English/HISTORY/future.htm
http://www.theodora.com/wfb/israel_defense.html

-- back to top --

Inside Asia

China Devaluation

1. Explain the concept of "devaluation." Why are exporters supporting the devaluation of China's currency? Why is the government opposing the idea? Which aspects of this conflict are economic and which are political? Why is China more resilient in the face of the financial crisis than other Asian nations?

2. Invite students to visit the first website below to determine the exchange rate of China's currency against other world currencies. What trends are indicated? Divide the class into two groups, one favoring devaluation, the other opposing the move. Have each gather evidence and information to support their premise. For example, the "pro" group could cite increased purchasing power, growth in exports, etc. The "con" group might cite the dangers of inflation, burgeoning unemployment, etc. Ask each group to make a list of its rationales, and designate each as "economic" or "political." Hold a debate in which students present their ideas.

LINKS:
http://www.muzi.net/plaza/forum/messages/1354.html
http://www.webpage.com:80/hindu/daily/980815/03/03150003.htm
http://wp4.washingtonpost.com/wp-srv/inatl/longterm/china/stories/devalue.htm

-- back to top --

India Dance Therapy

1. Why has dance become popular in India? In what way is the dance "therapeutic?" In what way is it recreational? Why were aerobics

unsuccessful in New Delhi? What reasons do clients cite for attending the dance class? List the possible benefits from your point of view.

2. Challenge small student groups to learn and perform a dance sequence to teach to the rest of the class.

LINKS:
http://www.erols.com/leopold/DanceMovement.htm
http://www.simmons.edu/~kanabar/dance/Classic.html

-- back to top --

Culture Watch

Loop Artists

1. What is "automated dialogue replacement?" Why is this audio "sweetening" needed for most scenes? Why do you think the original audio is not recorded to include natural background sounds? How do engineers make the sound "realistic?"

2. Guide the class in selecting a crowd scene from a favorite TV show or film and record this on videotape. View the scene with students with full audio. Is background dialogue discernible? Next, assign each student a "role," having them portray someone from the scene. Block the scene as closely to the original as possible. Have students create the "lines" and dialogues for their characters they feel would be most appropriate. Compile these into a script and invite students to perform the "scene behind the scene."

LINKS:
http://www.thewebgate.com/zenith/audio.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

intelligence	**preparedness**	**Oslo Accords**	**currency**
devaluation	**exchange rate**	**dance therapy**	**audio loop**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Learning
What Is CNN NEWSROOM?
Transcripts
Guide Archive
Programming
Enroll Now
Program Archives

CNN NEWSROOM Enroll here for CNN NEWSROOM & WorldView or call 1-800 344 6219

CNN NEWSROOM WORLDVIEW

Program Calendar

August 18, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

Due to technical problems, today's program is not closed-captioned. We apologize for any inconvenience.

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	President Clinton testifies before the grand jury and explains his actions in an address to the nation.	6:40	8:15
International Desk	International insurance companies are hoping for their share of China's growing market.	3:25	12:40
Look Ahead	Tune in Tuesday, September 8 for a special look at nine years of **CNN Newsroom**.	:50	13:30
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:30**	16:00
Top of the World	Mexico's motor reporters follow the trail of news.	3:00	19:00
Did You Know?	Mobile phones help improve communication in Bangladesh.	3:25	22:25
Taking Care of Business	A drop in oil prices causes economic problems around the world.	2:25	24:50
Who, What, Where?	According to a new study, Hong Kong is the world's most expensive city.	2:10	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

-- back to top --

Instructional Programs From: CNN TNT TCM CARTOON NETWORK CNN NEWSROOM Top Story

Investigating the President

1. What decisions must Independent Counsel Ken Starr make concerning President Clinton's testimony? According to the video segment, today's developments "could prove to be more of a beginning than an end." What do you think this means? What are the political and legal concerns in this situation? What decisions must the White House make at this juncture? What options are open to Congress?

2. Why might some Democrats be displeased with President Clinton's testimony and statement to the nation? Do you think his admissions could damage his personal and political credibility? Why or why not? How might this situation affect the office of the President in the future? Explain.

3. One CNN correspondent has remarked, "we live in a confessional culture." Discuss with students the possible reasons President Clinton and his advisors made the decisions they have made throughout the course of the investigation. How did this series of events and choices culminate in Monday's "public confession?" Review the portions of Clinton's speech included in the video segment. Ask students to examine each statement individually. What was said literally? Do they detect any underlying meaning? What sort of advice do they imagine advisors gave as the president was writing the speech? Next, have students assume the roles Clinton advisors who will accompany him on his upcoming vacation. The media scrutiny arising from this dilemma is hardly over. Tell students to imagine they have a three to five minute meeting with the president to convince him of the best course of action. What advice and guidance would they offer? How do they believe he can best protect and preserve his image? Invite students to present their "spins" to the class.

   EXTENSION: Have students analyze this statement from the president's address to the nation: "Now, this matter is between me, the two people I love most -- my wife and our daughter -- and our God. I must put it right, and I am prepared to do whatever it takes to do so. Nothing is more important to me personally. But it is private, and I intend to reclaim my family life for my family. It's nobody's business but ours." Ask each student to write an editorial outlining his or her personal views on the right to privacy of individual citizens and public figures.

LINKS:
http://allpolitics.com/1998/08/17/speech/
http://allpolitics.com/1998/08/17/speech/transcript.html

-- back to top --

[redacted] International Desk

China Insurance

1. Why has competition become intense in China's insurance industry? How does the emergence of private insurance mark a change in the nation's social, political, and economic philosophies? Why do you think the government is favoring Chinese companies? How are international insurance conglomerates reacting to this atmosphere? What methods are they using to overcome these restrictions?

2. What are the advantages and disadvantages of China's reluctance to "open up" the insurance trade to international companies? How might China's policy affect its relationship with the World Trade Organization? What sorts of compromises are international insurance executives willing to make with China's government? Why are Chinese insurance companies trying to delay change?

3. Divide the class into four groups representing the Chinese government, the World Trade Organization, Chinese insurance companies, and international insurance conglomerates. Direct students to the websites below to investigate current developments surrounding the emerging insurance industry in China. Each group should draw on the research to compose position statements relating to their interests in the insurance market. Students should present their statements in class. Follow up by holding a discussion of the points of agreement and points of conflict among the players. What is the starting point to expand the market and ensure fair competition? Which options would be best for the consumer?

LINKS:
http://www.chinesebusinessworld.com/news/quarter1/insuranc.htm
http://www.nankai.edu.cn/colleges/risk.html
http://www.chubb.com/china/

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

image	**privacy**	**Ken Starr**	**conglomerate**
insurance	**World Trade Organization**	**competition**	**open market**

CNN WORLDVIEW

Mexico's Motor Reporters

1. Describe Hector Malo's job. What kinds of stories does he cover? Why does his radio station equip its reporters with motorcycles? What advantages do you think these vehicles offer over others when covering the news?

2. Generate a class discussion about the life of a reporter. What personal and professional demands are made on a reporter? What parts of this life may appear to be glamorous? Which parts are not? Then challenge each student to research the life of a famous reporter and write a profile of that person -OR- work in pairs to present one-on-one "interviews" with one student assuming the role of the reporter.

3. Assist your students in trying their hands at journalism. Give them the opportunity to choose a school or local event or a person of interest in the community on which to report to the class. Students should choose their subjects carefully, making sure they will have access to enough information to write a newspaper article or present a video report on that person or event. Have the class vote to recognize the best effort with a classroom journalism award.

LINKS:
http://www.lib.monash.edu.au/berwick/journali.htm
http://www.ntu.ac.sg/ntu/lib/commun.html#jjournalism

-- back to top --

Did You Know?

Bangladesh Mobile Phones

1. Why is there a demand for mobile phone access in Bangladesh? What is the source of financing for those providing this service? How is this kind of communication changing life in the villages of Bangladesh?

2. Have students locate the nation of Bangladesh on a world map. Ask them what they know about this country, its geography, government and economy. Next, group students and have them conduct research to learn more about Bangladesh. Share group findings in class discussion. Based on what they have learned, what improvements in communication and transportation are needed in order to advance the quality of life in Bangladesh? What are the obstacles to these improvements? Discuss.

LINKS:
http://www.virtualbangladesh.com/bd_communication.html
http://www.funet.fi/pub/doc/world/Factbook92/Countries/bangladesh

-- back to top --

Taking Care of Business

Oil Price Drop

1. Explain how falling oil prices have affected the economies of countries like Venezuela, Russia and Mexico. How does a

country "tie its budget" to oil revenues? Why do you think this is a necessary practice for oil-producing nations? How can it also be a dangerous practice?

2. What is OPEC? What kind of power does it wield in the global oil market? Have students use the first website below and other resources to learn more about OPEC. Discuss what actions OPEC takes to deal with fluctuations in oil prices worldwide. To what extent is OPEC able to stabilize the price of oil?

LINKS:
http://www.opec.org/Welcome.htm
http://www.nd.edu/~astrouni/zhiwriter/98/0320001.htm

-- back to top --

Who, What, Where ?

Most Expensive Cities

1. According to the video, what is the world's most expensive city? What other cities were on this list? What factors were considered in determining the world's most expensive cities? Why does it seem that Hong Kong has escaped the economic problems that have strangled the economies of other Asian cities?

2. Generate a class discussion about the meaning of the term "cost of living." Then direct students to consult the second website below. Have them pretend they are considering job transfers from one city in the U.S. to another, choose those cities, and plug in imaginary salaries. How would living in a different city impact their lifestyles in each case? Have students discuss their findings. Survey students to find out who would move and who would refuse the job transfer, and why. Discuss the benefits and downsides to being labeled an "expensive" city.

LINKS:
http://www.pathfinder.com/asiaweek/98/0807/biz1.html#a
http://www.search.com/Single/0,7,0-550556,0200.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

surname	**beneficiary**	**fiscal**	**revenue**
OPEC	**Hong Kong**	**expatriate**	**benchmark**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM WORLDVIEW Enroll here for CNN NEWSROOM & WorldView or call 1-800 344 6219

CNN NEWSROOM WORLDVIEW

Program Calendar

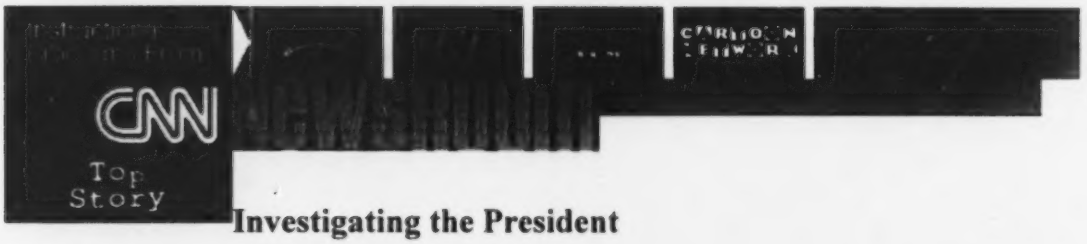
August 19, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

Due to technical problems, today's Worldview is not closed-captioned.
We apologize for any inconvenience.

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	-President Clinton's testimony and address may not signal the end of the controversy. -Young people react to the president's admission.	5:30	7:05
In the Headlines	"REAL I.R.A." APOLOGIZES FOR BOMBING	:35	7:40
At Issue	CNN's Anne McDermott examines the reasons "why we lie."	2:25	10:05
Business Desk	Legislators wrestle with the prospect of higher cable rates when the industry is deregulated.	2:30	12:35
Business Desk Extra	Russian consumers are anxious as the government devalues its currency.	2:00	14:35
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	16:35
Top of the World	Beirut rises from the ashes and devastation of war.	3:00	19:40
Inside Europe	A city in Belgium unsnarls the traffic tangle and raises the quality of life.	2:45	22:25
Culture Watch	Chinese actress Gong Li has worldwide acclaim, but longs for recognition at home.	4:50	27:15
	CNN NEWSROOM CLOSE	**:45**	28:00

-- back to top --



Investigating the President

1. Describe some of the congressional reactions to President Clinton's address to the nation on Monday night. Why was Senator Orrin Hatch "offended" by the president's remarks? What is the "constitutional process" to which Senator Arlen Specter is referring? How does this put Congress, especially the Republican majority, in a political and moral dilemma?

2. Summarize the views of the young people in the video as they reacted to the president's address. Do you agree with any of these views? Explain. How do you feel about the polling numbers that were released after the president's speech? Do you believe these numbers represent an accurate depiction of the national mood? Assuming there is at least a degree of accuracy, how would you explain the implication that most Americans approve of the way President Clinton is doing his job while disapproving of him personally?

3. Once Ken Starr informs House Speaker Newt Gingrich that he has a report ready for Congress, what would happen next? What is the Judiciary Committee? Who is the chairperson of this committee? Have students use their texts, the Internet, and other resources to learn more about the House Committee on the Judiciary, and discuss its role in the investigation of the president. What is the source of this committee's authority in this matter?

LINKS:
http://www.house.gov/judiciary/
http://allpolitics.com/1998/08/17/poll/

-- back to top --

At Issue: Why We Lie

1. According to the video, what are some reasons why people lie? What different kinds of "lies" do some people tell? The priest interviewed in the video claims that many people lie in order to be thought of as "perfect" or "lovable" by others. Do you agree with this assessment? Explain. In your opinion, does lying to project a better image of oneself justify the lie? Why or why not?

2. Ask students why they think lying is so prevalent today. Do students think honesty is still important? Allow students to state their

opinions. Then challenge each to write an essay on the topic of honesty and its place in modern society. Is it a valued trait? Should we expect it of ourselves? Of political leaders? Have student volunteers read their papers.

3. Generate a class discussion about the costs of lying for President Clinton, both politically and personally. What is credibility? Why is it an important issue for a president? Do students think President Clinton's credibility has been damaged, or do they believe he will recover and finish out a successful second term? Discuss.

LINKS:
http://www.pixi.com/~521teen/215.htm
http://www.parentsoup.com/experts/elium/A012898.html

-- back to top --

Business Desk

Cable Rates

1. What is likely to happen to cable TV fees next March? Why? What is "deregulation?" Describe some of the congressional proposals aimed at preventing higher cable rates. According to the cable industry, how could new regulations impact the industry? How could politics affect what happens to cable prices?

2. Group students. Have each research the basic points of the Telecommunications Act of 1996 (the first two websites below should help). Share group findings in class discussion. What was the intent of this law? Is it consistent with the philosophy of capitalism? Generate a class discussion about the role of competition in a free market society. If the U.S. economy were a pure free market system, would the government have the ability to regulate industry in the first place? Should it have this ability? If not, why not? If so, under what conditions should the government regulate business?

3. Use this opportunity to familiarize students with the FCC and its role in promoting competition and protecting the public interest. Have students review the third website below to learn more about the FCC and the scope of its power. What other U.S. government agencies exist to protect the consumer? Discuss the power of agencies such as the FDA, SEC, NTSB and others.

LINKS:
http://www.fcc.gov/telecom.html
http://www.commlaw.com/pepper/update.html
http://www.fcc.gov/

-- back to top --

Business Desk Extra: Russian Ruble Trouble

1. Why are many Russians following the cry of "buy now?" What is devaluation? Why do you think the Russian government would devalue its currency? How would you describe the mood of Russian consumers? Why could such a severe action by the government be a dangerous political move?

LINKS:
http://www.thestreet.com/Markets/marketfeatures/26033_1301998.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Judiciary Committee	**Henry Hyde**	**"lame duck"**	**consequences**
Gary Hart	**regulation**	**stockholders**	**devalue**

CNN WORLDVIEW

New Beirut

1. How is Beirut recovering from years of war? What are the elements of the city's reconstruction and redevelopment? What are the concrete benefits of a rebuilt Beirut? What are the abstract benefits?

2. How is modern technology being used to preserve historic structures? Why are some critical of the money spent on construction projects? Do you believe this is a valid point? Why or why not? What factors are drawing international investors to Lebanon? How will reconstruction help Beirut prepare for a brighter future?

3. Beirut was once considered one of the world's most beautiful and cosmopolitan cities, the "jewel" of the Middle East. Direct the class to research Beirut's historic buildings using the websites given below. Have them to develop guidebooks using photos, information, and maps. Invite individual students to give "virtual tours" of Beirut and surrounding areas, using the guidebooks. Which areas can be restored, and which should be razed to make way for new structures? Follow up by having students mount a reconstruction campaign based on their research. Discuss ways to attract international investment and generate development in the future.

LINKS:
http://www.travelebanon.com/bguide/beirut/historical.html
http://almashriq.hiof.no/lebanon/900/930/930.1/beirut/reconstruction/
http://i-cias.com/e.o/beirut.htm

-- back to top --

Inside Europe

Belgium Traffic

1. What steps are being taken in Hasselt to alleviate traffic congestion? Why are traffic problems so severe here? How are communters responding to alternative transportation? Do you think more people are likely to ride public transport if it is free? How is less traffic good for business? What are other positive results of traffic innovations? List reasons for the decrease in public debt in Hasselt.

2. Review the video segment with students and ask them to adopt and adapt some of Hasselt's traffic control principles to your city or town. Hold a mock city council meeting to discuss concepts and suggestions. Have students prepare a presentation using charts, graphs, and illustrations to share with community leaders.

LINKS:
http://opera.iinet.net.au/~conswa/gtimes/previous/aug97/aug97_1.html
http://www.3m.com/profile/community/html/comm_belgium_121097.html
http://www.netcat.co.uk/rob/be/be_drive.shtml

-- back to top --

Culture Watch

Gong Li

1. How has actress Gong Li won worldwide recognition? Why does Gong Li believe Asian films and topics are not more popular in the United States? List Asian films or movies with Asian subject matter that you have seen or of which you are aware? Do you agree with Gong Li's observations? Explain.

2. What is China's policy for filmmaking? How does it limit the creativity of directors? Why are Gong Li's films not widely available in her native country? In what sorts of movies would she like to appear? What barriers exist for artists and actors in China? How might they find more freedom of expression?

LINKS:
http://www.ualberta.ca/~aleung/GongLi/
http://ms418qzh.ms.u-tokyo.ac.jp/~utcsa/links/World/ent/person/gli.html
http://sch-www.uia.ac.be/u/thys/gongli.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

redevelopment	**marina**	**millennium**	**chisel**
magnitude	**traffic control**	**pedestrian**	**Gong Li**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM Enroll here for CNN NEWSROOM & WorldView or call 1-800 344 6219

CNN NEWSROOM WORLDVIEW

Program Calendar

August 20, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	A special U.S. delegation returns from North Korea with reports of widespread hunger and malnutrition.	3:05	4:40
In the Headlines	INVESTIGATORS RAID NAIROBI HOTEL CHINA FLOODS CONTINUE	:50	5:30
Science Desk	Soldiers train for war on a virtual battlefield.	3:00	8:30
Science Desk Extra	Students are "boning up" to battle the millennium bug.	4:20	12:50
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	15:50
Top of the World	Jewish groups want a memorial on the grounds of what was the Belzec death camp.	2:55	18:45
Definition	A Catholic shrine in India attracts hundreds of thousands of worshippers.	3:00	21:45
Inside North America	The future of the Hanford Reach is the subject of intense debate.	5:15	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

-- back to top --

Instructional Programs From: CNN NEWSROOM

Top Story

Korean Famine

1. How was North Korea adversely affected by the demise of the

Soviet Union? Why can this nation only trade with countries like Libya and Iran? Why do you think the United States provides aid to North Korea, when the two are technically enemies? What factors have contributed to the famine in North Korea? Why did the special U.S. delegation travel there?

2. Why is it difficult to estimate how many people are suffering from malnutrition and hunger in North Korea? What evidence of widespread hunger was given by the U.S. delegation? What other social and political problems are North Koreans experiencing in addition to famine? What solutions have been suggested to improve the situation? Why might these be insufficient?

3. Invite students to brainstorm a list of factors contributing to hunger in North Korea. Have them identify social and political problems associated with famine such as poverty, substandard health care, homelessness, mental retardation, etc. Next, ask the class to investigate programs that combat hunger throughout the world. Have them design a similar program for North Korea, reminding them they must address issues of access and economic sanctions.

LINKS:
http://www.interaction.org/disaster/nkorea.html
http://207.77.90.30/wguide/wire/wire_484550_60252_3_1.html
http://207.77.90.30/wguide/wire/wire_484550_60252_3_1.html

-- back to top --

Science Desk

Virtual Battlefield

1. What does the acronym VICS stand for? Why is the Army willing to spend the extensive time and money necessary to develop these systems? Have students investigate the Dismounted Warrior Network (DWN) and the Close Combat Tactical Trainer (CCTT) using the first two Internet sites below and discuss their findings. Next, have them use the third Internet site to identify the differences between the different VICS (If you have a 56k modem, there is a very informative CNN video available there).

2. From their appearance, how do the computers and machinery simulate real environments and situations? Some of the simulations are virtual reality-based, meaning the soldier actually should feel immersed in the action, while some of them are computer game-based, and use a joystick. There is a big difference in the "believable reality" the soldiers experience with both of these platforms, as well as their price tags. The virtual reality simulations, while being more realistic, come at a premium price, and the less realistic joystick simulations are much more cost efficient. Have students form small groups and play the role of congressional appropriations committee

members who must decide which platform to subsidize. Have them meet in small groups, review the information at the web sites and other current materials you may have, and write a position statement including their clearly stated position and supporting arguments.

LINKS:
http://www.stricom.army.mil/PRODUCTS/DWN/home.html
http://www.stricom.army.mil/STRICOM/PM-CATT/cctt.html

http://www.stricom.army.mil/PRODUCTS/DWN/BACKGROUND/DWNVGS/sld012.htm

-- back to top --

Y2K Countdown

1. What is meant by the "Y2K Bug?" Why are the students in the video studying COBOL? How do aspirants earn the right to enter the training program? To what other fields could you apply the "work now, learn later" principle? Why are COBOL and Y2K specialists in such high demand? Based on the information presented in the video segment, is "debugging" a mainframe a complex task? Why or why not? What challenges would you anticipate? How could programmers prepare for these difficulties?

2. Explain how the millennium bug could bring down entire systems. The problem is centered around our date system format (MM/DD/YY). Computers currently recognize the last two digits of the year. If student born in 1982 asks a computer how old they are today, the computer subtracts 98-82 to arrive at 16. After midnight on January 1, 2000 the computer will begin to work off a perceived year of 00. Lead a class brainstorming session of the industries, businesses, and agencies that will be affected by this bug. Generate a class discussion about ways to address the problem. How would energy and resources best be spent to stop the bug from shutting down entire computer systems?

3. The most common computer programming language is COBOL which is short for "COmmon Business Oriented Language." COBOL accounts for about eighty percent of the estimated three hundred billion lines of computer code in the world. Direct students to the first two websites below for an overview of COBOL and the potential impact of the Y2K dilemma. Based on their research, ask three groups to develop a series of charts and graphs: a) explaining the "millennium bug;" b) outlining potential effects of the bug; and, c) projecting the cost and time spent in correcting this problem (this information is available at the first website). Student work should be exhibited on a website or bulletin board display.

LINKS:
http://www.cobol.com/
http://www.infogoal.com/cbd/cbdlnk.htm
http://www.gatech.edu/year2000/
http://www.year2000.com/y2kdoomsday.html
http://www.year2000.com/cgi-bin/y2k/year2000.cgi

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

famine	**drought**	**Stalinist**	**kia**
collective farming	**Kim Jong Il**	**simulation**	**Y2K**

CNN WORLDVIEW

Poland Concentration Camp

1. Where is Belzec? What happened there during World War II? How would you describe the condition of this place? Why do historians believe it has gotten less attention than other concentration camps like Auschwitz? Why do you think the former leaders of communist Poland neglected this site? What do Jewish organizations want to see there?

2. Generate a class discussion about the Holocaust. What do students know about this tragic period in history? Have them work in groups to learn more about the Holocaust and share their information in class. Then challenge each group to create a small scale model or drawing of a memorial to be constructed on the site of Belzec. Groups should incorporate some of what they have learned to design a memorial that is historically significant and educational for visitors. Have groups display their work.

LINKS:
http://fcit.coedu.usf.edu/holocaust/resource/galleryt/CampMisc.htm
http://www.wiesenthal.com/bibliog/campdir.htm
http://www2.3dresearch.com/~june/Vincent/Camps/BelzecEng.html

-- back to top --

India Religion

1. Why does the Infant Jesus Church in Bangalore attract 100,000 pilgrims every Thursday? Relate some of the stories of those who have come to worship the infant. Why is it surprising that

a Catholic church in India has attracted so many faithful? How has the Infant Jesus Church adopted some of the practices of Hinduism in its rituals?

2. Approximately eighty percent of India's nearly one billion people are Hindus, but India is home to other world religions. What are they? Have students work in groups to identify these religions. Then have each group choose one and profile this religion, including its presence in India. Have groups present their profiles and explain what it is about that religion's philosophy and doctrine that attracts believers in the Indian culture.

LINKS:
http://www.indiavibes.com/linknet/religion.htm
http://www.amerisoft.net/india/religion.htm
http://www.meadev.gov.in/culture/religion/religion.htm

-- back to top --

Inside North America

Save the Reach

1. What is the Hanford Reach? Where is it? What kinds of people are part of the organization called "Save the Reach?" Why do you think they are so motivated to preserve this site? Who is the primary opposition to this group? What does the opposition to "Save the Reach" want to do with this land? According to "Save the Reach" why would this action have serious negative consequences?

2. As with many controversies of this nature, the debate boils down to a question of environment vs. economics. What do students think? Review the video and have students list the arguments of both sides. Discuss the pros and cons of each position. Then challenge each student to write a position paper indicating which position he/she supports, and the rationale for that opinion.

3. In the video we learn that the Hanford Reach looks much like it did when Lewis and Clark explored it in the early nineteenth century. Assist students in researching this site and sharing their information. Have each write an entry from the journal of either Meriwether Lewis or William Clark, describing what the explorer has seen and experienced for President Thomas Jefferson.

LINKS:
http://www.3-rivers.com/hanford_reach/
http://www.seattletimes.com/extra/browse/html/hanfed_100196.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Belzec	**Holocaust**	**death camp**	**shrine**
Hindu	**Catholic**	**Columbia River**	**irrigate**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Le@rning
What Is CNN NEWSROOM?
Transcripts
Guide Archive
Programming
Enroll Now
Program Archives

CNN NEWSROOM WORLDVIEW

August 21, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:30**	1:30
Top Story	U.S. missiles strike terrorist sites in Sudan and Afghanistan, in response to two embassy bombings.	6:50	8:20
World Reactions	World leaders react to the American attacks.	1:35	9:55
Who Said It?	"All art constantly aspires towards the condition of music." ---Walter Pater, English essayist	:30	10:25
Editor's Desk	Each summer over 100 students receive full scholarships to study at the Music Academy of the West.	2:50	13:15
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:30**	15:45
Top of the World	Bosnian refugees slowly return to their homes.	4:20	20:05
Culture Watch	In Calcutta, controversy surrounds the sculpting of a statue of Mother Teresa.	3:50	23:55
Where in the World?	The butler may be building a stock portfolio as he's polishing the silver.	3:15	27:10
	CNN NEWSROOM CLOSE	**:50**	28:00

-- back to top --

America Strikes Back

1. Review the sequence of events since August 7th that led to

President Clinton's order to attack sites in Sudan and Afghanistan. Who does the CIA believe was behind the attacks on U.S. embassies in Africa? What kinds of clues do you think led them to this conclusion?

2. In his explanation for the strikes, President Clinton spoke of a confrontation he labeled "freedom vs. fanaticism." Ask students what they think this means. The president also made a special effort to inform Americans that this attack was not an attack on the believers of Islam, but, rather, on those who distort the religion's philosophy to include terrorism. Direct students to work in groups to learn more about the culture of Islam and its philosophy and share their findings. What do students think most westerners know and believe about Islam? How could Islamic leaders worldwide reverse some of these beliefs? Discuss.

3. Who is Osama bin Ladin? Why is his name at the top of Washington's list of suspects in the embassy bombings? What is the source of his funding? How is he allegedly "in business to finance a worldwide jihad"? Why was he expelled by Saudi Arabia, his home country, in 1994? Where is he now? Who are the Taliban? Why would they grant sanctuary to Osama bin Ladin?

LINKS:
http://cnn.com/WORLD/africa/9808/20/bin.laden.ap/
http://cnn.com/CNN/Programs/impact/9705/09/feature/index.html
http://www.bangor.ac.uk/nus/islam/pages/reports/threat.html

-- back to top --

World Reactions

1. Describe some of the reactions to the American attacks. In your opinion, are any or all of these reactions predictable? Explain. Do you think questions about the timing of these attacks are appropriate? Why or why not?

2. Today, in newspapers and on radio and television news reports around the world, one can find analysis and opinion regarding the American missile strikes on the terrorist camps. Have students locate and read/listen to some of these reactions. Generate a class discussion about what students have read and heard. Then challenge each to write a brief newspaper editorial or news commentary on the American strikes. Students may want to consider questions such as: Do you think the American response to the embassy bombings was appropriate? Are you satisfied with the president's action in this matter?

LINKS:
http://allpolitics.com/1998/08/20/strike.quotes/
http://allpolitics.com/1998/08/20/strike.react/

-- back to top --

Editor's Desk

Music Academy of the West

1. How would you describe the setting of the Music Academy of the West? Where is it located? Describe the kind of musical experience students get from the time they spend at this institution.

2. Who created the Music Academy of the West? Why would a person initiate such a program? Ask students to find information about other artists, athletes and entrepreneurs who have given their time and resources towards passing on their love for their careers to young people. Then challenge groups of students to come up with academies they would like to see created by famous talented individuals, and share their ideas. Do students think this approach is an effective way to share one's talents? Discuss.

3. There are many institutions throughout the United States where students can receive special attention in the arts, military science, international studies and other fields. Some are full-time schools, others offer training only in the summer or times when school is not in session. Take your class on a "field trip" to your guidance department office to learn more about additional educational opportunties outside your school. Ask one of the guidance counselors to make a presentation tailored to your students on opportunities for expanding students' talents and for enhancing the education they are receiving at your school.

LINKS:
http://www.musicacademy.org/

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Osama bin Ladin	**jihad**	**Taliban**	**charisma**
terrorist	**Sudan**	**Afghanistan**	**alumni**

CNN WORLDVIEW

Bosnia Refugees

1. How is life in Sarajevo slowly getting back to normal? What signs of war still exist? Why do many returning refugees have no place to go? Why is the German contingent of the NATO force primarily in charge of repatriation? How is the push to restore residential areas creating jobs and stimulating the economy?

2. How is the situation of "displaced" people different from that of refugees? What barriers remain to the return of many former residents? Suggest ways NATO and host countries can help hasten the process and ease the transition for Bosnian refugees and displaced persons.

3. A central aim of the Dayton Accords was to enable displaced persons to return to their homes and refugees in foreign countries to repatriate if they are able to do so. UNHCR, the UN's refugee agency, is pursuing a three-stage plan which requires the return of internally-displaced persons in the first instance, followed by refugees in neighboring ex-Yugoslav republics, and finally those Bosnians elsewhere in Europe. This has not yet happened to any great extent, and is one of the clearest challenges of Dayton. Have students examine ways in which this process may be facilitated. Have students visit the first website below to research the elements of the UNHCR repatriation plan as outlined by Dayton. Divide the class into three teams "responsible" for each stage of the plan. Using information from the other websites, the video segment, and other resources, have each group give a "status report" concerning implementation of the plan. Which initiatives have proved successful? What obstacles must be overcome? Follow up with a class discussion and invite students to devise creative solutions to the problems they've discovered.

LINKS:
http://www.fas.org/irp/dia/product/dayton/PC-1510-100-96_ann7.html
http://www.linder.com/berserk/refugee_611.html
http://www.fas.org/irp/dia/product/dayton/PC-1510-100-96_ann7.html
http://www.linder.com/berserk/oslo_a.html

-- back to top --

Culture Watch

India Mother Teresa

1. What is the controversy surrounding the sculpting of the statue of Mother Teresa? Do you agree that Mother Teresa herself would be against the project? Why or why not? Who is financing the project? What other limitations have the Missionaries of Charity put on the use of Mother Teresa's image and name? Are these appropriate, considering their purpose and mission? Explain.

2. How does Mother Teresa's work continue after her death? Some

questions have been raised that the order cannot continue without the Mother's leadership. Is there evidence to support this conclusion? What is ironic about the controversy over the statue?

3. Have students consider the legacy of Mother Teresa. Invite small groups to fashion fitting tributes to her life and work. Allow students to share these in an open forum.

LINKS:
http://news.bbc.co.uk/hi/english/world/south_asia/newsid_144000/144519.stm

http://www.charlotte.com/special/mothert/mt_facility.htm
http://www.cyberindian.com/india/mtlinks.htm

-- back to top --

Where in the World

1. What does the job of a butler entail? Why is this career considered "old fashioned?" What are the perks of the position? Why do you think people would aspire to this career? What image is traditionally associated with a butler? Why must butlers be "gentlemen?" Must they be men? Explain.

2. One of the training methods at the Lady Apsley School is role-play. Invite pairs of students to simulate the role-plays in the video segment to foster understanding of the roles and duties of butlers.

3. Have some classroom fun by encouraging students to write whimsical short stories entitled "The Butler Did It." The narratives should center on the experiences and adventures of a modern butler on the job.

LINKS:
http://www.pemberley.com/pemb/adaptations/regency/archive/messages/2973.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

refugee	**displaced person**	**repatriation**	**Dayton Accords**
Mother Teresa	**legacy**	**order**	**butler**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Learning
What Is CNN NEWSROOM?
Transcripts
Guide Archive
Programming
Enroll Now
Program Archives

CNN NEWSROOM WORLDVIEW
Enroll here for CNN NEWSROOM & WorldView or call 1-800 344 6219

CNN NEWSROOM WORLDVIEW

Program Calendar

August 24, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Russian President Boris Yeltsin shakes up government for the second time in five months.	4:35	6:10
In The Headlines	BONNIE GAINS STRENGTH SUDAN DEMANDS U.S. APOLOGY	1:00	7:10
Environment Desk	You may be suprised to learn that a beautiful vista is a landfill.	3:20	10:30
Our World	At this camp, young people are more concerned with megabytes than mosquito bites.	3:00	13:30
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:30**	16:00
Top of the World	Russian authorities put the squeeze on citizens and businesses to pay their taxes.	3:15	19:15
Inside Asia	A woman returns to Cambodia to promote her country's culture.	2:30	21:45
Culture Watch	Commuters in Bogota get a dose of poetry along with a ride to work.	2:25	24:10
Did You Know?	The Top Star drive-in still attracts moviegoers in Johannesburg.	3:10	27:20
	CNN NEWSROOM CLOSE	**:40**	28:00

-- back to top --

Instructional Programs From: CNN TNT TCM CARTOON NETWORK

CNN Top Story

Russia Politics

1. Why did Russian President Boris Yeltsin fire Prime Minister Sergei Kiriyenko and the rest of the cabinet after only four months? What problems were they charged with solving? Do you think they had sufficient time during their tenure to address Russia's economic crisis? Explain. What "message" do you think President Yeltsin is sending with this decision?

2. What is the role of the Duma in the latest upheaval? Why are many in Russia reluctant to see Viktor Chernomyrdin return? How is Mr. Chernomyrdin's political position strengthened by his absence? In general, what was the reaction of the Russian public to the latest turnover? Why do you think the people feel this way? In your opinion, what does this move imply about the leadership of Yeltsin's government? What predictions would you make based on your observations?

3. What was the response of the United States government to the news from Russia? Why are international relations between the two nations currently highlighted? How might these events affect the focus of the upcoming summit? What is Vice President Al Gore's relationship with Chernomyrdin and Kiriyenko? What is the probable impact for international economic concerns in Russia?

4. Ask students to evaluate this statement from White House Press Secretary Mike McCurry: "Our relations with the Russian Federation depend less on personality and more on policy." This premise will be tested at next week's summit. Divide the class into two groups, one representing the Clinton administration, the other representing the Yeltsin administration. Have each group research to draw up a list of "talking points" or an agenda for the meetings. Have each group present their lists to the other. Follow up with a discussion. Are the interests of the two nations identical? Which issues are most critical at this juncture? How might the timing of the summit affect the dialogue? Do the specific personalities involved make a difference? Why or why not?

   EXTENSION: Save student work for comparison with the actual agendas presented at the summit next week. Encourage the class to track and record the events of each day's meetings.

LINKS:
http://www.cnn.com/WORLD/europe/9808/23/russia.politics.01/
http://www.cnn.com/resources/newsmakers/world/europe/yeltsin.html
http://www.gov.ru/page8.htm
http://www.itar-tass.com/

-- back to top --

Environment Desk

Landscaped Landfill

1. What is unusual about the Mallard Ridge Landfill? According to Professor Ham, what are the essential features of this landfill? How is the ground water protected and monitored for leachate (water polluted by trash)? For what purpose is methane gas (produced in the decay of trash) used? Why is this an important feature for future landfills?

2. Dr. Ham's "state of the art" landfill provides an environment that accelerates trash decomposition, or decay. In the second website he states moisture is the "master variable" in helping trash decompose. Why do you think this is so? What happens when there is constant moisture present in an area (for example, a bathroom floor that is never dried)?

3. Challenge your students to learn more about how trash decomposes. Direct small groups of students to the websites below and other resources to identify bacteria that decompose trash, and the gasses they produce. Familiarize the class with the three types of bacteria: aerobic, facultative, and anaerobic. Have them make a chart outlining the three stages of decomposition.

   EXTENSION: Create a mini-landfill in a fish tank or plastic container and have students analyze the temperature to find out if decomposition is taking place. The higher the temperature, the higher the rate of decomposition.

LINKS:
http://epdwww.engr.wisc.edu/iscourses/landfill/landfill.html
http://www.cnn.com/EARTH/9802/19/trash.landfill.enn/
http://wiscinfo.wisc.edu/news/thisweek/Research/Engr/Y98/landfill.html

-- back to top --

Our World

Computer Camp

1. What "basics" do students learn in computer camp? What "extras" are included? How do the campers incorporate fun into the program? By what standard do counselors evaluate their students? Does computer camp sound like a good experience in your opinion? Why or why not?

2. What benefits are cited by campers interviewed in the video segment? How does computer camp expand the experiences students have in school? Why do you think "traditional" camp

activities are encouraged? What "courses" would you suggest for a camp of this type? Explain.

3. Each person is unique, with special talents, gifts, and skills. Ask students to consider their own areas of expertise, hobbies, or avocations. They may be athletes, musicians, computer whizzes, etc. Challenge each student to design a camp that would give them the opportunity to achieve in their chosen field, while allowing them to develop socially. For example, a basketball player might create a "camp-on-the-court." Hold a mock camp fair and allow students to study and critique classmates' ideas.

LINKS:
http://www.computercamp.com/

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Viktor Chernomyrdin	**Duma**	**Boris Yeltsin**	**ruble**
landfill	**decomposition**	**facultative**	**anaerobic**

CNN WORLDVIEW

Of World

Russian Taxes

1. Describe some of the methods used by Russian authorities in their effort to collect taxes. Why are they so relentless in the pursuit of this money? What is the IMF? What kind of assurances did the Russian government have to give the IMF in order to receive a "bail out" loan? Who is Anatoly Chubais? What company does he head? Explain why he is in a predicament, from both a business and a political point of view. How do you think the average taxpayer in Russia feels about Mr. Chubais' predicament? Why?

2. Ask students: According to the video, how does the average Russian feel about the level of taxation there? How do you think most Americans feel about their taxes? Who do you think is more justified in his/her complaint, the American or the Russian taxpayer? Group students. Direct each group to gather information on the Russian and U.S. tax systems. Tell groups to find information on national and local taxes if possible, including income and sales taxes. Have each group use its data to compile a side-by-side comparison of the tax burden of the average American vs. that of the average Russian. Have each group present its comparison and answer the question: Who has more right to complain? Why?

LINKS:
http://ns.fipc.ru/fipc/tax.html

http://www.csmonitor.com/durable/1998/03/12/edit/edit.2.html
http://www.sltrib.com/1998/jun/06101998/nation_w/37807.htm

-- back to top --

Inside Asia

Cambodia Return

1. Who is Nivana Cheng? Why did she and her family flee to the U.S. in the 1970s? Why did she decide to return to Cambodia? What did she find upon returning? Why did she decide to create Cambodian crafts? What is unique about the artisans who work for her? What does Ms. Cheng do with the crafts they make? What is her dream for the future?

2. In spite of the reign of terror of the Khmer Rouge, Cambodian handiwork lives on, thanks to artisans like Nivana Cheng and others. Have students search the Internet and other sources for examples of Cambodian handiwork. Discuss the efforts that are underway to promote these crafts and keep Cambodian culture alive. What would students suggest be done to acquaint people in the U.S. with Cambodian art and culture?

LINKS:
http://www.thavibu.com/khmer.htm
http://www.best.com/~cambodia/clubs/khemara/products.htm

-- back to top --

Culture Watch

Colombia's Bus Poets

1. What is different about the Colombia Institute of Culture's approach to promoting poetry? Why do supporters of this program think it is necessary? How have the poets' audiences reacted to these public recitals? Who pays the "bus poets?" Why do they wear uniforms? Do you think this method of exposing people to poetry is a good idea? Why/why not?

2. Ask students to consider what kind of poems commuters might hear on a bus in Bogota. Then assist them in researching political, geographic, economic and social information on Colombia, and have them share their findings. Challenge each student to incorporate something he/she has learned to write a poem that might be read on a Bogota bus. Have students read or post their poetry.

LINKS:
http://www.ddg.com/LIS/aurelia/colombi.htm

-- back to top --

Did You Know?

South Africa Drive-in

1. Why do so many people still go to the movies at the Top Star? According to some of its regulars, what is it like to see a movie there? Why do you think that in spite of South Africa's problems, this kind of entertainment still attracts business? What movie was playing at the Top Star when this report was made? Why do you think movies like "Godzilla" have international appeal?

2. Do you have a drive-in theater in your community? If so, how is seeing a movie there different from seeing one in a regular theater? Many drive-in movies in the U.S. have gone out of business in recent years. Why do you think that happened? If there is currently no drive-in movie in your community, ask older family members to recall how the experience was different from a night out at a modern movie theater. What might be fun about seeing a movie like "Godzilla" at a drive-in?

LINKS:
http://www.moviesite.co.za/index.htm
http://www.safilm.org.za/main.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

IMF	**bail-out loan**	**per capita**	**artisan**
Khmer Rouge	**Phnom Penh**	**Bogota**	**Johannesburg**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?
Transcripts
Guide Archive
Programming
Enroll Now
Program Archives

CNN NEWSROOM Enroll here for CNN NEWSROOM & WorldView or call 1-800 344 6219

CNN NEWSROOM WORLDVIEW

Program Calendar

August 25, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Viktor Chernomyrdin is back and he's facing the challenge of his political career.	4:25	6:00
International Desk	Many Russians thank Pioneer Camp for their happy childhoods.	4:25	10:25
	TOSS TO CNN NEWSROOM WORLDVIEW	**1:45**	12:10
Top of the World	Many Chinese citizens are impatient with the pace of economic reform.	2:40	14:50
Did You Know?	Cuba's Zapata Swamp is threatened by human action.	3:30	18:20
Inside Russia	Four women aviators revisit history with a memorial flight.	2:50	21:10
Culture Watch	Meet a Japanese pianist who is introducing her country to the rhythm of jazz.	3:00	24:10
Our World	Students in juvenile hall help their respected teacher deal with overwhelming grief.	2:50	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

-- back to top --

Russia Chernomyrdin Back

1. What are the priorities for the Russian government in the next few days? In the next few weeks? Over the long run? Why did Russian President Boris Yeltsin initially fire Viktor Chernomyrdin? What other

political considerations may have influenced his decision to invite Chernomyrdin to return? How does the acting prime minister intend to reverse the economic crisis? Why is time of the essence? How might the government act to facilitate this process?

2. What issues will be the focus of next week's summit? How is President Clinton shaping his message to the Russian government? What is the impact of Russian economic troubles on world markets? How might reforms increase hardship for the average citizen? Do you think the situation will improve over time? If so, how? If not, what will be the consequences?

3. Vice President Al Gore called outgoing Prime Minister Sergei Kiriyenko and incoming Premier Victor Chernomyrdin. Have groups of students role-play likely conversations between the vice president and the two Russian leaders. What do students believe was the central topic in each communication?

4. Challenge small groups of students to brainstorm possible economic reform measures that would alleviate Russia's current crisis. Remind them to consider social and political concerns surrounding this issue. Hold a round table discussion in which students present their ideas. Ask the class to adopt a list of the best, offering rationales for their choices.

LINKS:
http://www.cnn.com/WORLD/europe/9808/24/russia.03/
http://www.cnn.com/resources/newsmakers/world/europe/chernomyrdin.html
http://www.cnn.com/WORLD/europe/9808/23/russia.reax/index.html

-- back to top --

[redacted] International Desk

Russia Pioneer Camps

1. What was the original purpose of the Pioneer Camps? How has their mission changed since the fall of communism? How might the nostalgia of parents contribute to the popularity of Pioneer Camps?

2. How do the "new" camps differ from the ones sponsored by the communist government? Why has the number of camps declined in recent years? Review the video segment. In what sorts of activities are campers engaged? How are these the same as those enjoyed in camps throughout the world? Are there any that are unique to Russian culture? Explain.

3. Lead students in a flashback to the former Soviet Union and communism, when the primary focus of Pioneer Camp was to introduce children to the approved political philosophy. Have them investigate the first website below to draw contrasts between the former Soviet Union and today's Russia. Next, divide the class into two groups and direct each to design camp programs, one from the "old days" and one for the Russian children of today. What programs would they incorporate? Have each group guide the other through their

"camps" How would the programs differ? What similarities would exist?

4. Generate a discussion of the universal nature of camp for children. Invite students to write journal entries or brief memoirs detailing a fond summer memory. To create that "campfire" ambiance, bring in flashlights, turn out the lights, and share these in class.

LINKS:
http://sunsite.unc.edu/expo/soviet.exhibit/soviet.archive.html
http://idc.cis.lead.org/idc/arboretum/camp98/index.html
http://www.mes.umn.edu/Documents/J/F/JF1027.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Viktor Chernomyrdin	**ruble**	**coalition government**	**devaluation**
summit	**Soviet Union**	**Pioneer Camp**	**indoctrination**

CNN WORLDVIEW

Of World

Top of the World

1. Why are there so many vendors on the streets of Beijing? According to the video, how do these individuals and others like them exemplify the "human cost" of Prime Minister Zhu's economic reforms? What were some of the economic promises that Zhu Rongji made? Have any of these promises been kept? How does the Prime Minister respond to his critics?

2. Use this opportunity to help students understand the difference between economic communism and capitalism. If necessary, help students research the differences among the basic elements of each as it deals with ownership of property and the means of production, degree of government involvement in the marketplace, privatization of industry, etc. Identify the economic system that is associated with China. Why do students think the transition to a free market or capitalist economy is so painful for the Chinese people? Discuss.

3. How would students rate China's current economic status? What information would they use to help determine that status? Have students work in groups to gather information from the websites below and from other resources. Have groups share their information. Direct each group to use this data to prepare a briefing on the "State of the Economy in China." Discuss who might be interested in such a report, and why. Should students care about the state of China's economy? How might it impact their lives in the U.S.?

LINKS:

http://www.chinaonline.com/econ_news/econ_news.html
http://www.cei.gov.cn/sicnet/siccew/index.htm
http://202.86.1.1/clips/finance/190298/china/fina003.htm

-- back to top --

Did You Know?

Cuba Swamp

1. Where is the Zapata Swamp? List some of the plant and animal species one might find there. Why is the swamp and its ecosystem threatened? How has Cuba's economic situation aggravated this environmental crisis? Explain how Cuban authorities and environmentalists are trying to reverse this trend.

2. The Zapata Swamp is a unique ecosystem threatened by human actions, but it is not alone. There are many other environmental crises around the world. Challenge groups of students to each find one of these ecosystems that is under attack due to poaching, development, deforestation, or any other cause and research what is happening there. Direct groups to brainstorm a list of possible strategies for saving their ecosystems while meeting related economic challenges. Have groups present a report on their findings and offer their recommendations to the class.

LINKS:
http://www.bp.com/conservation/projects/10_proj.html
http://www.seattletimes.com/extra/browse/html97/altcuba_090497.html

-- back to top --

Inside Russia

Bridges of Wings

1. Why are two Russian and two American women recreating a flight that was made sixty years ago? How would you describe the "pioneer pilots" that they are honoring? In what way were they role models for these women?

2. There have been many significant contributions in the field of aviation by both men and women since the Wright Brothers made their first flight in 1903. Challenge students to research the story of any famous aviator and nominate that person for a place in the Aviation Hall of Fame. Direct students to use their information to create illustrated plaques on posterboard, briefly citing the life and accomplishments of the nominee. Post the plaques around the classroom.

LINKS:
http://pratt.edu/~rsilva/sovwomen.htm
http://smithsonianmag.com/smithsonian/issues97/jul97/flight.html
http://www.alexautographs.com/aviators.htm

-- back to top --

Culture Watch

Japan's Jazz Pianist

1. Who is Junko Onishi? What kind of music does she play? How is this a departure from her musical training? Why do you think her style has met with success in a country where jazz is is not well-known?

2. What is jazz? Ask students how they would describe this kind of music to someone who has never heard it. Then challenge each student to find a sample of a kind of music that may not be familiar to most students, and bring it to class. Play the different selections while students are conducting research, allowing the students to introduce their pieces and inform the class about this musical style.

LINKS:
http://www.jetpack.com/04/beats/otherside/index.html
http://www.acns.nwu.edu/jazz/

-- back to top --

Our World

Delinquent Poets

1. How did Henry Gonzales' students help him after the car crash which killed his daughter and son? What qualities do the students admire in their teacher? How might their experiences help them sympathize with his situation? Do you agree with the statement in the video segment, "there are not necessarily any happy endings?" Why or why not?

2. Encourage students to write poetry about the student-mentor relationship or about the challenges of "life on the outs," as it was termed by one of the inmates. Sponsor a class reading.

LINKS:
http://www.execpc.com/~jon/listmore.html
http://www.spinfo.uni-koeln.de/~dm/poetry.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

street vendor	**Beijing**	**Zhu Rongji**	**Zapata Swamp**
mangrove	**Moscow**	**Siberia**	**jazz**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM WORLDVIEW

August 26, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Former Supreme Court Justice Lewis Powell has died.	2:45	4:20
In the Headlines	HURRICANE BONNIE HEADS FOR THE COAST FLOOD TOLL RISES IN CHINA SEVEN CHARGED WITH PLOT TO KILL CASTRO	1:30	5:50
Business Desk	Retailers at a popular outlet mall extend their marketing reach to attract cultural diversity.	3:55	9:45
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	12:45
Top of the World	Japanese citizens remember a tragic event at Hiroshima.	2:40	15:25
Inside Europe	Germany's upcoming elections could mark a turning point in the country's history.	5:25	20:50
Information Please	A young man with diabetes takes on the Arctic.	3:30	24:20
Peregrine Falcon	The peregrine falcon is coming back from the brink of extinction.	2:35	26:55
	CNN NEWSROOM CLOSE	**1:05**	28:00

-- back to top --

Instructional Programs From CNN Top Story

CNN TNT CARTOON NETWORK NEWSROOM

Justice Powell Remembered

1. Who was Lewis Powell? What were some Supreme Court decisions in which he participated? How was his position as a moderate on the Court evident in the decisions he rendered? Did he regret any of his decisions? Explain.

2. President Clinton has said of Justice Powell, "He approached each case without an ideological agenda, carefully applying the Constitution, the law and Supreme Court precedent regardless of his own personal views about the case." In class discussion, have students analyze this quote. Then direct each student to research and select any one of Justice Powell's decisions and conduct research to learn more about it. Have each student write a brief paper describing the chosen case, decision, and what factors the student thinks Justice Powell weighed in his mind before making this decision.

3. Use this opportunity to familiarize students with the United States Supreme Court and its role in the system of checks and balances. Have students work in groups to research the duties and powers of the Court and its relationship with the other two branches of government. Have groups use their findings to create charts illustrating the checks and balances system, highlighting the role of the judiciary branch as executed by the Supreme Court.

LINKS:
http://allpolitics.com/1998/08/25/obit.powell/
http://liberty.uc.wlu.edu/~powell/

http://www.washingtonpost.com/wp-srv/national/longterm/supcourt/supcourt.htm

-- back to top --

Business Desk

Outlet Mall Marketing

1. What is an "outlet mall?" Have you ever been to one? How is Woodbury Common similar to other outlet malls? How is it different? Why do so many Japanese travelers visit this outlet mall? How has the economic crisis in Asia impacted this customer base?

2. Discuss some of the steps Woodbury has taken to continue to attract Japanese customers. What is cultural etiquette? Do you know of other businesses that train their employees in cultural etiquette? Explain. How are Japanese shopping preferences different from those of their American counterparts? Do you think the mall's management is making a smart business decision by pursuing these strategies? Why/why not? Discuss how other businesses capitalize on cultural diversity in order to attract customers.

3. What is atmospherics? Refer students back to the lead into this segment and discuss this definition. Review ways that Woodbury Common is using atmospherics in its efforts to improve sales. Then group students. Challenge each to visit a local retailer and note the different ways atmospherics are used. (Note: You might direct students to call the retailer in advance and ask permission to do this. Often the retailer will volunteer to give them a tour!) Have groups compare notes in class. What major differences do they note among retailers? What aspects of atmospherics do they see in stores that are trying to attract buyers their age?

LINKS:
http://www.retail-institute.com/book01.htm
http://www.chelseagca.com/location/woodbury/wood.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Lewis Powell	**precedent**	**Supreme Court**	**moderate**
quotas	**outlet store**	**cultural etiquette**	**atmospherics**

CNN WORLDVIEW

Hiroshima Anniversary

1. With what tragic event will the city of Hiroshima always be associated? How did the people of Japan observe the anniversary of this event earlier this month? How did Prime Minister Obuchi use this opportunity to make a statement about nuclear war? Summarize comments made by the ambassadors of India and Pakistan in response to Prime Minister Obuchi's warnings.

2. Have groups of students conduct research to learn more about the events leading up to the bombings of Hiroshima and Nagasaki, the attacks, and their aftermath. Discuss the profound impact of the bombings. What were the human costs of the atomic bomb? How did the attack affect the Japanese people? How was warfare forever changed?

3. The inscription in Hiroshima Peace Park reads, "Let all souls here rest in peace, for we shall not repeat the evil." Ask students what they think this means. After brief discussion, challenge students to put themselves in the shoes of family members who lost relatives in the attack on Hiroshima. Have each student write a letter to the leaders of India and Pakistan in an attempt to pursuade them to "not repeat the evil."

LINKS:
http://www.lclark.edu/~history/HIROSHIMA/
http://www.fas.org/nuke/hew/Japan/Hirosh.html
http://host.envirolink.org/enviroissues/nuketesting/hiroshim/

-- back to top --

Inside Europe

Germany Politics

1. Who is Helmut Kohl? Explain why he is compared to Margaret Thatcher and Charles deGaulle in the video. What happened to each of these leaders? What are opinion polls predicting for the future of Helmut Kohl? Who is Gerhard Schroeder? Why does he believe his political time has come? Whose political playbook has he followed? How does that explain his strategy?

2. Both U.S. President Bill Clinton and British Prime Minister Tony Blair captured more votes than did their opponents by moving themselves away from the political left and toward the center. Read this statement to students and generate a discussion about the terms "left," "right" and "center," as they apply to politics. Then apply these terms directly to the political scene in the U.S. What political leaders would students identify with each label? Why? Redirect students' focus back to the video and the contest for Chancellor of Germany. What labels could be applied to Mr. Kohl and Mr. Schroeder? Have students work in groups to research the political climate in Germany as this election approaches. If elections "are about how individuals see their future," in what direction (left, right, center) do students think German voters see their government leaning? Do students think Mr. Schroeder, if elected, will be able to keep a centrist slant? Discuss.

LINKS:
http://encyclopedia.com/articles/07039.html
http://www.smh.com.au/daily/content/980302/be/news1.html
http://washingtonpost.com/wp-srv/inatl/daily/oct/28/kohl/kohl.htm

-- back to top --

Information Please

Arctic Explorer

1. Why did Erick Gonzalez walk one thousand miles of the Arctic Circle? What were some of his experiences? What "disease" does he believe society has? What did his experience teach him about that disease?

2. In addition to Mr. Gonzalez's medical condition, what obstacles did he have to confront everyday on his journey? How might one prepare both physically and psychologically for those obstacles? Have students research the conditions that confront those who attempt to take on the Arctic Circle and share their findings. Do students think Mr. Gonzalez is to be commended more for braving the elements or braving the solitude? Why?

LINKS:
http://www.geocities.com/PicketFence/3348/
http://www.yukoncollege.yk.ca/arts/nostlink.htm

-- back to top --

Peregrine Falcon Comeback

1. Why are authorities removing the peregrine falcon from the Endangered Species List? How did birds like the peregrine falcon and bald eagle come to be placed on this list? How does removal of these species and others from the list support the Clinton Administration's claim that the environment and a strong economy can co-exist? Do you agree with this assessment? Why/why not?

LINKS:
http://tqd.advanced.org/2551/species/peregrinefalcon.html
http://www.contrib.andrew.cmu.edu/u/kdr/falcon.html
http://www.fws.gov/r9endspp/endspp.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

atomic bomb	**Hiroshima**	**Helmut Kohl**	**Gerhard Schroeder**
Arctic Circle	**diabetes**	**extinction**	**DDT**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM WORLDVIEW Enroll here for CNN NEWSROOM & WorldView or call 1-800 344 6219

CNN NEWSROOM WORLDVIEW

August 27, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Libya agrees to allow two suspects in the Pan Am 103 bombing to be tried in the Netherlands.	3:45	5:20
In the Headlines	HURRICANE BONNIE MAY LINGER TORRENTIAL RAINS IN TEXAS	:50	6:10
Science Desk	Researchers study the animal kingdom in order to design a better propeller.	3:10	9:20
	TOSS TO CNN NEWSROOM WORLDVIEW	**3:00**	12:20
Top of the World	Residents of Beijing protest demolition and development in their city.	4:30	16:50
Inside North America	English Immersion replaces bilingual education in California.	2:30	19:20
Culture Watch	Mehndi, an ancient form of Indian body art, is part of a new trend in western cultures.	4:00	23:20
Science Desk Extra	Scientists have learned a great deal about the formation and forecasting of hurricanes.	4:00	27:20
	CNN NEWSROOM CLOSE	**:20**	28:00

-- back to top --

Instructional Programs From: CNN NEWSROOM Top Story

CNN TNT TCM CARTOON NETWORK

Justice Delayed

1. How has Libya responded to an offer by the U.S. and the United Kingdom regarding the trial of two alleged terrorists? What were the U.S. and UK reactions to this response? Describe some of the mixed reactions among attorneys for the victims and their relatives. According to this agreement, where would the two suspects be tried? What will the UN Security Council do once the two suspects are turned over to the Netherlands? What happens if Libya does not live up to its promise?

2. What happened in the skies over Lockerbie in 1988? Why are the two men accused of this crime finding a safe haven in Libya? Have students work in groups to research this event and worldwide reaction to it. The websites below should be of assistance. Have groups present their findings. Discuss how the bombing of Pan Am Flight 103 was an act of terrorism that had profound effects on the lives of victims' families as well as on air travelers worldwide. Then have each student write an opinion paper on whether he/she believes the proposal to try the suspects of this attack in the Netherlands is a fair compromise.

LINKS:
http://headlines.yahoo.com/Full_Coverage/World/Pan_Am_103_Lockerbie_Trial/

http://www.geocities.com/CapitolHill/5260/headpage.html
http://www.virtual.co.il/news/news/j_report/96aug22/p14.htm

-- back to top --

Science Desk

Penguin Boats

1. Why are MIT researchers studying the ocean's best swimmers? How is the information they gather being used? What negative side effect is occurring using the present design of propellers? How is a penguin's method of propulsion different from that of a typical boat? What added benefits will the new propellers offer?

2. What two fish did researchers study for underwater propulsion? What did they construct as a result of their research? What purposes were they designed to serve? How do pike and tuna differ as ocean swimmers? How do the researchers study movement and water currents undetectable to the human eye?

3. Have students choose a fast and efficient swimming marine animal other than a fish they think could be used as a model for the next MIT project. Have them use the Internet, print and CD multimedia to study the animal's physical structure and gain an understanding of how the animal propels itself in the water. Using the animal as a mechanical model have the students draw what they think a robot using the same method of propulsion

might look like and explain how they think it could work. .

Extension: Have students draw the design/schematic for a propeller using the same method as their animal. To help them get started, suggest that they think about small-scale efforts using rubber bands and simple machines (gears, pulleys, levers, and wheels).

LINKS:
http://web.mit.edu/towtank/www/pike/index.html
http://web.mit.edu/towtank/www/tuna/brad/tuna.html
http://web.mit.edu/towtank/www/flapfoil/index.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Pan Am 103	**Lockerbie**	**extradite**	**Libya**
Moammar Gadhafi	**propeller**	**water currents**	**design**

CNN WORLDVIEW

China Demolition

1. Why is much of Old Beijing facing demolition? What kinds of structures will exist in place of the old homes there? What are some reasons why many people are opposing this demolition? Why do some favor it? Why has the government been accused of not protecting the rights of ordinary citizens? What is happening when these citizens try to protest the development?

2. Assist students in conducting research to learn more about the development underway in Beijing. Have students share their findings in class discussion. In what ways is development beneficial to China's citizens and economy? How does it have negative consequences? Do students see any way that the government, developers and the residents of Beijing could agree on a development strategy that would benefit everyone? Discuss.

LINKS:
http://www.chinaonline.com/econ%5Fnews/en%5F806414.html
http://www.chinaonline.com/construction/cst%5Fc8061502e.html
http://www.chinaonline.com/realestate/re%5Fb8072739.html

-- back to top --

Inside North America

The End of Bilingual Education

1. Explain the purpose of California's Proposition 227. What is "bilingual education?" When California's voters passed this initiative, what program replaced bilingual education? Does the program appear to be working? Explain.

2. How do students feel about bilingual education? What are the arguments for and against it? Direct students to consult the Internet and other resources to learn about the pros and cons of this approach to education. Challenge each to deliver a brief speech in support of or rejecting bilingual education along with the rationale for his/her views.

LINKS:
http://www.ncbe.gwu.edu/library/hlpweb.html
http://www.noonunz.org/points/points.html
http://www.onenation.org/finan.html

-- back to top --

Culture Watch

Mehndi Art

1. What is Mehndi? What entertainment personalities are sporting these designs and helping to promote Mehndi as a trend in the west? According to beauty expert Pia Schachter, how is the wearing of Mehndi designs part of a larger trend? Do you agree with this assessment? Why/why not?

2. What is the origin of Mehndi? In the Indian culture, who traditionally wears this art? Have students work in groups to learn more about cultural aspect of Mehndi and share their findings. Then challenge each group to find information about any other cultural practice having to do with physical beauty. Have each group present a report to the class. Discuss these and compare them to some of the practices in the U.S. that are aimed at enhancing physical beauty.

LINKS:
http://www.geocities.com/Athens/Forum/8363/
http://www.gus.net/worldc/worldc.html

-- back to top --

Science Desk Extras: Hurricane Forecast and Formation

1. According to the video, how are hurricanes unique among storms? What surprises have scientists found in studying Hurricane Bonnie? How is hurricane forecasting a tricky

business? How have forecasters at the National Hurricane Center cut their forecasting errors in half? What success stories have resulted from this new technology?

2. Why don't hurricanes form over cold water? What is the eyewall of the hurricane? How does a hurricane become weaker? What is the storm surge? Why do scientists consider this the most dangerous effect of a hurricane? What other meteorological problems do hurricanes bring?

3. What has modern technology enabled us to know about hurricanes? Have groups of students research what we know about hurricanes and list these facts. Share group lists and discuss how technological advances have helped improve the survival rate for those living in hurricane prone areas. Focus students on advance warning systems, hurricane forecasting, and stronger building materials and codes in the discussion. Then ask students to consider what we don't know about hurricanes. Why is hurricane forecasting still not an exact science? What advances do students think they will see in their lifetimes that may reduce the human, environmental and economic costs of hurricanes? Discuss.

LINKS:
http://www.usatoday.com/weather/whursci.htm
http://www.usatoday.com/weather/whforejw.htm
http://www.usatoday.com/weather/whur7.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

demolition	**Beijing**	**English Immersion**	**Proposition 227**
Mehndi	**eyewall**	**storm surge**	**evacuation**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?

Transcripts

Guide Archive

Programming

Enroll Now

Program Archives

CNN NEWSROOM WORLDVIEW

August 28, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	Russia's worsening financial problems fuel calls for President Yeltsin's resignation.	3:40	5:15
In the Headlines	SUSPECT IN EMBASSY BOMBINGS IN CUSTODY LIBYA HESITATES ON EXTRADITION STORM DAMAGE MINIMAL	1:20	6:35
Now You Know	President Clinton is the first U.S. president born after WWII.	:30	7:05
Editor's Desk	As private papers are subject to subpoena, historians worry that presidents will no longer document their experiences.	2:50	9:55
Look Ahead	Coming Sept. 11: "Examining History"	:55	10:50
Our World	President Clinton unveils a system to detect possible violent behavior in youth.	3:00	13:55
	TOSS TO CNN NEWSROOM WORLDVIEW	**2:00**	15:55
Top of the World	Hearing-impaired individuals often find employment discrimination no matter where they live.	3:15	19:10
Culture Watch	As the Catholic Church changes, so does the process of declaring saints.	7:05	26:05
Short Take	The world's largest set of dinosaur prints has been found in Bolivia.	:55	27:00
	CNN NEWSROOM CLOSE	**1:00**	28:00

-- back to top --

Russia in Crisis

1. What is happening to Russia's national currency? How is the state of the ruble impacting the prices of goods and peoples' savings in Russia? What is the IMF? How is it trying to help? Review what President Yeltsin has done to address his country's economic problems. Explain why some fear that the economic problems could lead to political trouble.

2. Describe the "political vacuum" at the eye of Russia's economic storm. What is the opposition demanding of President Yeltsin? How is this demand fueling rumors and speculation about the president's health and status? How is the political vacuum affecting the public?

3. Ask students to explain what they know about Russia's financial crisis. Then direct them to work in groups to research the background of the crisis. In class discussion, have groups summarize their findings and discuss how the crisis could impact Russia politically and other nations financially.

LINKS:
http://www.pathfinder.com/money/latest/rbus/RB/1998Aug25/714.html
http://www.washingtonpost.com/wp-srv/inatl/longterm/russiagov/russiagov.htm

-- back to top --

Editor's Desk

History in Peril

1. According to the video, why are many modern politicians afraid to document their remembrances? Historian Ken Davis says that history will suffer as a result. Explain why he believes this to be true. Do you agree with him? Why/why not?

2. Where can a person go to find the private papers and letters of U.S. presidents? Direct students to the websites below from the Library of Congress and the National Archives and Records Administration. Allow them time to browse through the letters, papers and accounts they find there. Discuss the role of these government agencies and the presidential libraries in preserving U.S. history. How will future historical collections be different if presidents and other leaders are afraid to document their experiences and emotions? From whom will historians and the public get their information? Discuss.

LINKS:
http://rs6.loc.gov/ammem/mcchtml/preshm.html
http://www.nara.gov/

-- back to top --

Our World

Early Warning Guide

1. What is the purpose of the warning guide that President Clinton unveiled Thursday? According to the National Safe Schools Center, what are the advance indicators that a student may commit a violent act? Of these, what is the most significant indicator? According to psychologists, what can be done to prevent these acts?

2. What programs does your school have in place to address student violence? Is there a conflict resolution program, student mediator program, or special counseling available? Invite a guidance counselor from your school to briefly address the class on the available programs. If none exist, find out what your school's needs are and have guidance professionals assist the class in creating a program to prevent violence.

LINKS:
http://cnn.com/US/9808/27/school.early.warning/
http://www.nssc1.org/
http://www.usdoj.gov/kidspage/getinvolved/2.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

political vacuum	**obstruction**	**historian**	**diplomat**
diary	**Watergate Tapes**	**alienated**	**aggression**

CNN WORLD VIEW

Mexico Deaf Mute

1. Who are Alberto and Ana Beria Vasquez? Why have they come to Mexico? How do their parents describe their life in New York? To provide students with the background of this story, have them read the first two Internet resources. These are news articles on the "deaf-Mexican slavery plot." How do students feel about what happened to Alberto and Ana and other Mexican nationals? Are there other instances in the United States where this type of economic exploitation has taken place? Have students research the laws that would protect Alberto and Ana from these "near slavery conditions." Are the laws different for immigrants? Are there different laws to protect those who are physically challenged? Should there be? Explain.

2. Have students react to the quote, "People would tell me, no, you can't work, even though I was capable of working. They would tell me it was prohibited for deaf people to work." Do students think that our economy discriminates against people with physical disabilities? If so, how? Have them come up with a list of capabilities and potential occupations for someone who is deaf and mute. Using additional web links, students should develop a plan for how they would spend the 2 million-dollar budget to help the hearing-impaired.

   Extension: Have students write a letter to the government agency responsible for helping the hearing-impaired to convince its members to allocate more money.

LINKS:
http://www.cnn.com/US/9707/19/mex.resc/index.html
http://www.cnn.com/US/9707/21/mexico.deaf/index.html
http://dww.deafworldweb.org/
http://www.fhcrc.org/about/CenterNews/1996/Feb15/Hearing.htm

-- back to top --

Culture Watch

Vatican Saints

1. What is a "saint?" How is there a revolution of sorts going on in the world of saints? How has the road to sainthood been altered? In what way do modern saints represent a "new world order?"

2. What is the first step in elevating a person to sainthood? Why has Pope John Paul II beatified over 100 people in his 20 years as pope? How does this compare to the numbers beatified by his predecessors? Describe the actions this pope has taken to streamline the process of achieving saintly status.

3. From what continents are most of the saints named by Pope John Paul II? How does this mirror the demographics of Catholicism worldwide? Why do you think there appears to be a shift in the world's Catholic population? How could this shift affect the future of the Catholic Church?

4. What is mysticism? Inform students that mysticism exists in many world religions, including Islam, Judaism, Buddhism and Hinduism. Have them use the last Internet site below to learn more about mysticism in different religions. Direct each student to choose one mystic to research and report that information to the class. Why do students think Pope John Paul wants his church to retain its mysticism? Why do students think mysticism still holds widespread appeal for millions of people? Discuss.

LINKS:
http://www.mcgill.pvt.k12.al.us/jerryd/cm/saints.htm
http://www.catholic.org/saints/index.shtml
http://www.concentric.net/~Cosmas/mysticism.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

mute	**discrimination**	**trinkets**	**saint**
Catholic	**beatification**	**canonization**	**Vatican**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.

Turner Learning

What Is CNN NEWSROOM?
Transcripts
Guide Archive
Programming
Enroll Now
Program Archives

CNN NEWSROOM WORLDVIEW

August 31, 1998

CNN NEWSROOM DAILY CLASSROOM GUIDE

TITLE	PROGRAM RUNDOWN	SEGMENT	PROGRAM
	CNN NEWSROOM OPEN	**1:35**	1:35
Top Story	People around the world observe the first anniversary of the death of Princess Diana.	5:10	6:45
In the Headlines	RUSSIA SITUATION UPDATE NORTHWEST PILOTS STRIKE	1:00	7:45
Environment Desk	Coming to a store near you: Genetically altered produce.	3:10	10:55
Interns At Work	Some teenagers opt for a job that pays in a different way.	2:40	13:35
TOSS TO CNN NEWSROOM WORLDVIEW		**2:30**	16:05
Top of the World	For the first time in 18 years, the Iran-Iraq border is open to religious pilgrims.	2:45	18:50
Fast Fact	Russian citizens fear that "big brother" is back, in the form of Internet police.	2:30	21:20
Wild Kingdom	A man in New Jersey dedicates himself to preserving a habitat and protecting a species.	2:35	23:55
Taking Care of Business	All the aspects of personal banking may be getting a facelift, thanks to the Internet.	1:55	25:50
Inside Asia	The "Road Signs" dance troupe performs to the sounds of its deeper senses.	1:30	27:20
	CNN NEWSROOM CLOSE	**:40**	28:00

-- back to top --

Instructional Programs From: CNN TNT TOON CARTOON NETWORK

CNN Top Story

Diana Anniversary

1. How was Princess Diana's death one year ago a defining moment in many people's lives? Do you remember what you were doing when Diana died? Why do you think most people associate events such as the death of a famous person with moments in their own lives? In what way does this thinking personalize history?

2. Describe the scenes in Paris and in London as preparations were made to commemorate the anniversary of Diana's death. How do these scenes compare to what one could observe in the same places one year ago? What is "Diana Fatigue?" Do you think most people who followed the memorial services and funeral a year ago are suffering from "Diana Fatigue?" Explain.

3. Discuss the meaning of the word "legacy," and ask students how they have heard this word used. Ask students how they would describe Princess Diana's legacy. Then have them work in groups to research Diana's life and contributions (the websites below should be of assistance). Have the groups use this information to write and present a newscast that their children might see in the future observing the 20th anniversary of Diana's death. How do students think she will be remembered?

LINKS:
http://www.geocities.com/RainForest/Vines/1009/diana.htm
http://www.webring.org/cgi-bin/webring?ring=dimemorial;list
http://home.interpath.net/dbailey/diana/action.html
http://www.cnn.com/SPECIALS/1998/08/diana/

-- back to top --

Environment Desk

Genetic Crops

1. What genetically engineered foods may Americans already be eating without knowing it? Do you think producers of genetically engineered foods should be required to include a notice to that effect on their products' labels? Do you think foods genetically modified to resist pests (rather than protected by pesticides) should be allowed to carry the label "organic" (no pesticides used)? What was the USDA's ruling on this issue? Why?

2. What is the European attitude related to purchasing genetically engineered foods grown in the US? What do researchers at U.C. Davis believe to be the cause of this attitude?

3. Working in small groups, have students play the role of FDA Label policy makers. Their task is to develop a label for packages containing oranges that have been genetically engineered to be

resistant to pests using pheromones (smells) that drive pests away but are not noticeable to humans. To gain a more thorough understanding, have each group research the issues surrounding the genetic engineering of foods using the websites below and other available print and multimedia resources. Next, have them decide what information should be placed on the label and why. Finally, have each group create its label and take turns explaining its choices to the other groups.

LINKS:
http://www.ucsusa.org/agriculture/gen.risks.health.html
http://www.mayohealth.org/mayo/9403/htm/genefood.html
http://www.aba.asn.au/leaf3.html

-- back to top --

Special Series

Special Series

Interns At Work: Part 1

1. According to the video, what percentage of the labor force in America is composed of teenage workers? What is an intern? Why do many teenagers want to work as interns? Are there any drawbacks to working in an intern program? Explain.

2. What kind of work are the teenagers in the video doing? How does working in this food bank also offer the interns important "life lessons" to carry them into the future? Direct students to search the Internet and other resources for examples of internships that teach students valuable "life lessons," and share their findings. Invite a guidance counselor to discuss possible internship opportunities in these fields.

LINKS:
http://www.emory.edu/CARTER_CENTER/intern.htm
http://www.law.emory.edu/PI/ALAS/summer.html

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

Princess Diana	**Dodi Fayed**	**landmines**	**protein**
genetic engineering	**intern**	**volunteerism**	**community service**

CNN

Iran-Iraq Border Crossing

1. Locate Iran and Iraq on a map. Why is the border between these two countries an "historically tense" one? Distribute the brief article from the first Internet address to familiarize students with the history of the Iran-Iraq War. Why do so many Iranians want to cross the border into Iraq? According to the video, what is motivating Iraq to open its borders with Iran? What are some political and economic benefits to Iraq for opening its borders? What are some of the issues that still divide these neighbors? Have students write press release or pamphlets from the Iraqi government to the people of Iraq explaining its decision to open the border to Iranian pilgrims. Students should address both the benefits and the outstanding issues with Iran.

2. The video states "officials say with every border opened wider, the UN embargo on Iraq grows weaker." Have your students research the current UN embargo against Iraq and have them collect recent stories highlighting the relationship between both Iraq and the United States and Iran and the United States. Based on this information, students should list possible implications of the opening of this border and improved relations between Iraq and Iran for the international community. How would students expect the United States to react to a "friendly" relationship between the two countries?

LINKS:
http://www.encarta.msn.com/index/concise/0VOL40/0AC58000.asp
http://www7.yahoo.com/headlines/970819/international/stories/iraq_1.html
http://www.oneworld.org/ips2/nov/iraq.html

-- back to top --

Fast Fact

Russia Big Brother

1. According to Anatoly Levenchuk and Russian Internet providers, what is the Russian secret police trying to do related to the Internet and its users? How is he trying to fight this project? Why does the FSB want this information? How could it be used in both a positive and negative way? What subject has been added to the FSB training academy's curriculum? Why? How could Internet "hacking" jeopardize national security?

2. When Levenchuk refers to the FSB as "big brother" he is referencing George Orwell's novel "1984" in which a totalitarian government led by "big brother" monitors all activities of its citizens to insure compliance with societal rules. Have your students read the summary of the book "1984" in the first website below, discuss it in small groups, and in a whole class discussion relate it to Mr. Levenchuk's statements in the news story.

LINKS:
http://www2.bc.edu/~chinjb/default.html
http://www.thestandard.net/articles/news_display/0,1270,1300,00.html

-- back to top --

Wild Kingdom

Wolf Sanctuary

1. What animals does Dan Bacon raise? How did he obtain these animals? Why did he move his preserve from Colorado? How are these wolves different from dogs? How are they related? How do the Bacons get the food they need to feed the wolves? How does Dan Bacon plan to use the wolves to support his preserve? Do you agree or disagree with using the wolves in this way? What precautions have been taken to prevent a wolf from escaping? Why are these precautions necessary?

2. Have your students investigate the social organization of a wolf pack using Internet and print media. In short presentations, have them explain the posture or body language wolves use to communicate, the role of alpha wolves within the pack and the way pack decisions are made. After viewing these presentations, have students discuss the social situation of the wolves at the Lakota Wolf Preserve, and how these conditions might impact their social development.

LINKS:
http://sciweb.onysd.wednet.edu/sciweb/zoology/mammalia/dog/communication.html

http://sciweb.onysd.wednet.edu/sciweb/zoology/mammalia/dog/wolfbl.html

-- back to top --

Taking Care of Business

E-Commerce

1. What types of products and services does a bank provide? What would be some advantages of banking on the Internet? What are some hurdles impeding the total success of Internet banking? What are some potential solutions to these barriers? Do students think that this system simply automates banking (makes it faster and easier), or does it change the relationship between the customer and the bank by giving the customer more control over his/her money? Have students draw two flow charts, one to illustrate the current relationship between customer and bank and one scenario that could develop as a result of Internet banking. Internet banking is not confined to local, state or national boundaries. How will this impact the future of banking?

2. Have students use the web addresses to sample some of the international banking services available over the Internet. (Students can find the banks in their state that offer Internet banking or sample some of the international banks.) Do they think Internet banking seems easy to use? Based on these models, students should create

their own Internet banking system. What features would it have to make banking more convenient and user-friendly? Have students ask their parents if their bank offers Internet or PC banking and, it if it does, whether they would use it. How do their opinions compare with those offered in the video? Can students think of any other international service industries like banking that could be transformed by the Internet? Have them explain the impact the Internet could have on these businesses and the implications for the potential changes.

LINKS:
http://www.personal.barclays.co.uk/online/
http://www.mybank.com/index.html

-- back to top --

Inside Asia

India Show for the Deaf

1. How is the show "Road Signs" a collaborative effort? What makes this performance unique? Which two communication methods are blended in the show? How are they used? What is the intended message of the show?

2. What does the dancer mean when she says "I may not hear the music but I can see it everywhere?" Have small groups of your students research the American Sign Language motions to the words of a meaningful song. Have them work on both the transitions between words and the actual signs themselves so that both convey the meaning of the song. Provide ample time for rehearsal and have the groups perform their "visual music" for each other.

LINKS:
http://www.masterstech-home.com/ASLDict.html
http://www.indiagov.org/culture/dances/dnceform.htm

-- back to top --

Editor's Note

TODAY'S NEWS TERMS

pilgrim	**Iran-Iraq War**	**hacking**	**wolf pack**
alpha wolf	**mortgage**	**European Commission**	**sign language**

External websites are not endorsed by Turner Learning.

-- back to top --

Copyright 1998 Cable News Network, Inc. A Time Warner Company. All Rights Reserved.
Copyright 1998 Turner Learning, Inc. All Rights Reserved.